

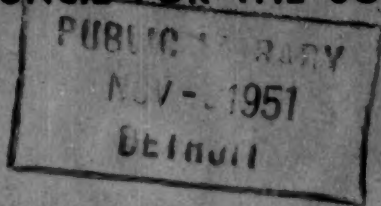
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NOVEMBER, 1951

PUBLISHED BY THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES  
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# Alexis De Tocqueville's Democracy in America

Phillips Bradley

WHEN Alexis de Tocqueville and his friend, Gustave Beaumont, landed in New York City on May 11, 1831, their arrival was news. They were young magistrates in the judicial system of their homeland. Ostensibly, they came here for their government to investigate the new practices in prison administration which were already making our penal methods notable abroad. Actually, Tocqueville's interest in our democratic way of life, already formed at home, inspired the voyage to America—and the writing of one of the great landmarks of the social sciences, *Democracy in America*.

The official mission was executed thoroughly and effectively by the young magistrates. Their inquiry took them inside many prison walls. Their report (in two volumes) remained the basis of most of the reforms in the French prison system for more than a quarter of a century. Their official inquiry was, however, only prologue to the wider search—into the inner meanings and outward practices of American democracy—which was Tocqueville's real purpose.

How did Tocqueville, not yet twenty-six when he landed here, develop his interest in our experiment? His family's, his nation's experience in political and social change over the previous half century no doubt induced in his perceptive mind a realization that still greater changes lay ahead. Several of his relatives (his family was of the minor nobility) suffered in the French Revolution; the cyclical changes in succeeding decades only emphasized the demise of the *ancien régime*. He saw most of Europe confronted by the same challenge: what kind of government (and society) would replace the dying

feudalism of his time? The vigorous young country across the Atlantic attracted his sensitive spirit as offering some hope for a brighter future, perhaps even a model, for his own country—for Europe.

## A LANDMARK IN METHOD

SO Tocqueville and his friend set out with the purpose already formed. The formal techniques of field research were of course not developed a century and a quarter ago; here the forms and uses of the techniques are exemplified in a fully modern dress. One of the significant aspects of *Democracy in America* is the pioneering quality of Tocqueville's methods of defining, collecting, and collating his data. By stage, steamer, bateau, and on horseback, he and Beaumont traversed over seven thousand miles of the young country—as far west as Green Bay, as far south as New Orleans, as far east as Boston, as far north as Quebec. They lived and talked with frontiersmen and Indians, with farmers and artisans, as well as with the political, intellectual, and social leaders of the eastern seaboard.

During the nine months they were in this country, Tocqueville kept meticulous notes on each day's interviews and observations. His references to published works cover history, biography, travellers' accounts, newspapers, and all types of official document. On his return to France, Tocqueville employed two young Americans in Paris to translate numerous memoranda on special points of American politics, government, and institutions which he had persuaded leading citizens he met here to write for him.

Trained in the law himself, his eager imagination led him to explore every facet of what we today call the social sciences. Geography, economics, sociology, psychology, anthropology, as well as political science are all called into play in this most inclusive study of America so far—which perhaps will ever be—made. In our age of increasing specialization (and so fractionalization of perspective), we can find here refreshing evidence that integration of outlook—and insight

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With this article we continue our series of commentaries on "Landmarks in the Social Sciences." Dr. Bradley, who is a professor of political science at Syracuse University in New York, has contributed generously to *Social Education* and other professional journals. He is editor of Alexis de Tocqueville's *Democracy in America*, and author of other works.

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—is not only possible but richly fruitful. Tocqueville exemplified in his own person field research at its best, in its contemporary sense of a team approach no less than of direct observation at the grassroots. The integration of the social sciences was brought by him to a brilliant conceptual and analytical fruition—even a century ago.

#### SCOPE OF THE DEMOCRACY

**D**EMOCRACY IN AMERICA appeared in two parts. The first, issued in 1835, dealt primarily with the political scene of Jackson's day. The second, published in 1840, painted a broader canvas of our social, cultural, and (to a less degree) economic life.

Throughout both parts, institutional observation and description are linked with acute analysis of and shrewd prophecy about interrelationships and trends. A few chapter titles and headnotes will perhaps give something of the quality of Tocqueville's approach to combining observation and analysis, description and philosophy.

#### PART I

**GENERAL TENDENCY OF THE LAWS UNDER AMERICAN DEMOCRACY, AND INSTINCTS OF THOSE WHO APPLY THEM.** Defects of a democratic government easy to be discovered—Its advantages discerned only by long observation—Democracy in America often inexpert, but the general tendency of the laws is advantageous—In the American democracy public officers have no permanent interests distinct from those of the majority—Results of this state of things.

**ACTIVITY THAT PERVADES ALL PARTS OF THE BODY POLITIC IN THE UNITED STATES: INFLUENCE THAT IT EXERCISES UPON SOCIETY.** More difficult to conceive the political activity that pervades the United States than the freedom and equality that reign there—The great activity that perpetually agitates the legislative bodies is only an episode, a prolongation of the general activity—Difficult for an American to confine himself to his own business—Political agitation extends to all social intercourse—Commercial activity of the Americans partly attributable to this cause—Indirect advantages which society derives from a democratic government.

**HOW THE EDUCATION, THE HABITS, AND THE PRACTICAL EXPERIENCE OF THE AMERICANS PROMOTE THE SUCCESS OF THEIR DEMOCRATIC INSTITUTIONS.** What is to be understood by the education of the American people—The human mind more superficially instructed in the United States than in Europe—No one completely uninstructed—Reason for this—Rapidity with which opinions are diffused even in the half-cultivated states of the West—Practical experience more serviceable to the Americans than book-learning.

#### PART II

**HOW EQUALITY SUGGESTS TO THE AMERICANS THE IDEA OF THE INDEFINITE PERFECTIBILITY OF MAN**

**HOW DEMOCRACY HAS MODIFIED THE ENGLISH LANGUAGE**

**THAT THE AMERICANS COMBAT THE EFFECTS OF INDIVIDUALISM BY FREE INSTITUTIONS**

**WHY THE AMERICANS ARE SO RESTLESS IN THE MIDST OF THEIR PROSPERITY**

**WHAT CAUSES ALMOST ALL AMERICANS TO FOLLOW INDUSTRIAL CALLINGS**

**HOW AN ARISTOCRACY MAY BE CREATED BY MANUFACTURES**

**HOW DEMOCRACY AFFECTS THE RELATIONS OF MASTERS AND SERVANTS**

**INFLUENCE OF DEMOCRACY ON THE FAMILY**

**WHY SO MANY AMBITIOUS MEN AND SO LITTLE LOFTY AMBITION ARE TO BE FOUND IN THE UNITED STATES**

**THAT THE SENTIMENTS OF DEMOCRATIC NATIONS ACCORD WITH THEIR OPINIONS IN LEADING THEM TO CONCENTRATE POLITICAL POWER**

**WHAT SORT OF DESPOTISM DEMOCRATIC NATIONS HAVE TO FEAR**

These random selections do not at all suggest the logical development of the ideas and inferences of the extraordinary range of the observations which Tocqueville presents. His political analysis ranges from the New England township to Washington, from the influence of public opinion to the nature and effects of centralization, from parties and pressure groups to the role of the bar. His social, cultural, and economic appraisals run from the place of women in American life to the future of the "three races" (Negro, Indian, white), from the arts to architecture, from literature to political oratory, from class structure to military discipline.

In a work of so broad a scope, is there a discernible design? Does one miss the forest in the luxuriant growth of the varied trees Tocqueville describes and classifies? Despite the inclusiveness of his approach, the wealth of his data, he wrote with a singleness of purpose rarely found in any work. Let him tell us in his own words—written to a friend when the first part of the *Democracy* appeared:

I wish to show what a democratic people really was in our day; and by a rigorously accurate picture to produce a double effect on the men of my day. To those who have fancied an ideal democracy, a brilliant and easily realized dream, I endeavored to show that they had clothed the picture in false colors; that the republican government which they extol, even though it may bestow substantial benefits on a people that can bear it, has none of the elevated features with which their imagination would endow it, and moreover that such a government cannot be

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maintained without certain conditions of intelligence, of private morality, and of religious belief that we, as a nation have not reached, and that we must labor to attain before grasping their political results.

To those for whom the word democracy is synonymous with destruction, anarchy, spoliation, and murder, I have tried to show that under a democratic government the fortunes and the rights of society may be respected, liberty preserved, and religion honored; that though a republic may develop less than other governments some of the noblest powers of the human mind, it yet has a nobility of its own; and that after all it may be God's will to spread a moderate amount of happiness over all men, instead of heaping a large sum upon a few by allowing only a small minority to approach perfection. I attempted to prove to them that whatever their opinions might be, deliveration was no longer in their power; that society was tending every day more and more towards equality; and dragging them and everyone else along with it; that the only choice lay between two inevitable evils; that the question had ceased to be whether they would have an aristocracy or a democracy, and now lay between a democracy without poetry or elevation indeed, but with order and morality; and an undisciplined and depraved democracy, subject to sudden frenzies, or to a yoke heavier than any that has galled mankind since the fall of the Roman Empire.

I wish to diminish the ardor of the republican party and, without disheartening them, to point out their only wise course.

I have endeavored to abate the claims of the aristocrats and to make them bend to an irresistible future; so that the impulse in one quarter and resistance in the other being less violent, society may march on peaceably towards the fulfillment of its destiny. This is the dominant idea in the book—an idea which embraces all the others, and which you ought to have made out more clearly. Hitherto, however, few have discovered it. I please many persons of opposite opinions, not because they penetrate my meaning, but because, looking at only one side of my work, they think that they can find in it arguments in favor of their own convictions. But I have faith in the future, and I hope that the day will come when all will see clearly what now only a few suspect. . . .

Could words be more relevant to the central struggle of our time—in which “an irresistible future” of a “society . . . tending every day more and more towards equality” is being forged around the world?<sup>1</sup>

<sup>1</sup>As an example of his prophetic insights on this point, Tocqueville's comments on Russia and the United States are almost startling in their contemporaneity; despite the changes of government, economy, and society in the two countries:

“There are at the present time two great nations in the world, which started from different points, but seem to tend towards the same end. I allude to the Russians and the Americans. Both of them have grown up unnoticed; and while the attention of mankind was directed elsewhere, they have suddenly placed themselves in the front rank among the nations, and the world learned their existence and their greatness at almost the same time. . . . The conquests of the American are gained by the plowshare; those of the Russian by the sword. The Anglo-American relies upon personal interest to accomplish his ends and gives free scope to the unguided strength and common

#### SOME OBSERVATIONS FOR OUR TIME

OUR people, our institutions, our ways of life, have of course changed enormously in the one hundred and twenty years since Tocqueville came to look at and write about us. Increasing size—of population, of space, of productivity, of trade, of communications—has been only the external hallmark of the expanding era which had just begun in the 1830's. The cultural, economic, social, and political phenomena of the period have been no less startling.

Despite these changes, Tocqueville speaks to us on many questions of current concern as if he were writing in our own mid-century. Some of the institutional and ideological changes quite naturally date some of his observations and reflections. Among some of these no-longer applicable (or correct) analyses may be mentioned: his emphasis on the New England town meeting as the seedbed of true democracy; his enthusiasm for the jury system as an instrument of popular political education; his prophecy that the states would grow, the federal government decline, in influence.

The relatively few errors in his prophecies are, however, completely overbalanced by the surprising number and range of his contemporary accuracies—and pertinences. To attempt anything like a complete catalog would run to many pages. A few examples, again at random, will perhaps suggest how rich a vein of present-day insights on most of the major issues of our time the *Democracy* is.

In government, one of our most urgent questions is the role (and the control) of centralized administration. Tocqueville was impressed by the sharp differences between the highly centralized structure of his own country and the apparent opposite here. He discusses the problem of administration many times. He distinguishes centralization of government (in national and international affairs) from centralization of administration (of local affairs).

I cannot conceive that a nation can live and prosper without a powerful centralization of government. But I am of the opinion that a centralized administration is fit only to enervate the nations in which it exists, by incessantly diminishing their local spirit. Although such an administration can bring together at a given moment, on a given point, all the disposable resources of a people, it injures the renewal of those resources. It may ensure a

sense of the people; the Russian centers all the authority of society in a single arm. The principal instrument of the former is freedom; of the latter, servitude. Their starting-point is different and their courses are not the same; yet each of them seems marked out by the will of Heaven to sway the destinies of half the globe.”

victory in the hour of strife, but it gradually relaxes the sinews of strength. It may help admirably the transient greatness of a man, but not the durable prosperity of a nation.

And this is only one of a dozen quotable warnings about the effects of centralization on the political energies of a people.

Again, we are in an era in which the "tyranny of the majority" is a matter of deep concern, especially in the area of the First Amendment. Tocqueville, like Madison in No. X of the *Federalist Papers*, is acutely aware of the dangers of that tyranny. It has been mitigated since his day, perhaps, by the growth of the "political associations" (we call them pressure groups) which he noted even then as having an increasing impact on government. That we have not resolved in our own minds the issue between majority rule and minority rights is only too evident in our ambivalence toward, for instance, party responsibility.<sup>2</sup> Tocqueville has much to say on this point which is as relevant today as it was when he wrote.

SOME of his observations and prophecies as to our economic evolution are no less acute. He notes, for example, that democracy (with its freedom from restraints) tends to "divert [men] from agriculture; it encourages their taste for commerce and manufacture." Again, he observes that "the manufacturing aristocracy of our age first impoverishes and debases the men who serve it, and then abandons them to be supported by the charity of the public." This was written before manufactures were an important factor in American life—and a decade before the Communist Manifesto.

Tocqueville also discusses the structure of the economy and the relations of governmental to that structure. He argues for free enterprise as the most effective pattern for production but prefers its organization in what we would today call Small Business as against the giant corporation. His preference stems from his emphasis on the values of individual initiative in sociological as well as economic terms. Many of our largest

<sup>2</sup> See Austin Ranney, "Toward a More Responsible Two Party System: A Commentary." *American Political Science Review*, 45:488; June 1951.

corporations today are finding it profitable, even in mass production industries, to decentralize one huge plant into components where face-to-face relations can be expressed in the day's work.

Tocqueville is today recognized as one of the pioneers of sociology. Of his observations and insights in this field, three may be noted; he deals with many other facets of what is today included in sociology. One relates to his emphasis on the religious foundation on which alone, he believes, a stable democracy can rest. Have we not come to this realization more sharply in the ideological competition of Fascism and Communism for the allegiance of men?

Tocqueville's other major sociological observations are perhaps those which deal with race relations and with the capacity of a democracy to wage war. On each he offers extensive comments—as pertinent today as when they were written. If he was pessimistic as to the first and optimistic as to the second, we may learn much from his insights to meet the crises we face today in these areas of our national life.

#### THE DEMOCRACY IN PERSPECTIVE

THE viability of the *Democracy* needs no elaboration here. Its many editions in eleven languages attest its significance for the growth—and the future of democracy. The frequency of references to the author, the work, the ideas—from a character in a recent whodunit to Supreme Court opinions—indicates the universality of the appeal.

The *Democracy* is the product of one of the great spirits of the nineteenth century, indeed of any age, who turned his inward eye upon the most urgent problems of his time, of all time. Tocqueville's *Recollections* of the events of 1848 in France may well be read along with the *Democracy* as a case study in the dangers of "sudden frenzies." Here, too, the radar-like sensitivity of his observations and reflections—in this case of violence in the streets—make his objectives in writing the *Democracy* (quoted above) starkly clear. As long as man seeks to make and to improve a society, an economy, a polity, which will "spread a moderate amount of happiness over all men," Tocqueville and his greatest work will be remembered and read.

# Help For Your Indian Unit

Solon G. Ayers

## FALLACIES ABOUT INDIANS

**F**ALLACY: The American Indian is a vanishing race.

*Fact:* The records of the United States Indian Service show that the Indian population increased from 337,366 in 1937 to 393,622 in 1945. Indians increased at the rate of 1.2 percent a year between 1930 and 1939. This figure is almost twice the rate of the population as a whole.<sup>1</sup> It may be noted also that full blood Indians are increasing in number.

*Fallacy:* Indians always "go back to the blanket."

*Fact:* Answered literally, most Indians cannot "go back" to the blanket because very few ever used the blanket as an article of clothing. However, some Indians, like many whites, return to their home communities and resume the family pattern of living. This factor is largely controlled by economic conditions. Nearly all employable Indians, who were not in military service, found industrial employment during World War II and many are still employed in industry.

*Fallacy:* Carlisle is a great Indian university.

*Fact:* The Carlisle Indian School closed in 1918 when the government needed the plant for use as a veterans hospital. Instruction at Carlisle never extended above the elementary level. (Thirty-eight government Indian schools now offer high school work and Haskell Institute at Lawrence, Kansas, offers two years of post high school training in some departments.)

*Fallacy:* Indians are uncivilized and do not want an education.

In a note accompanying this contribution the author, who is superintendent of Haskell Institute, a United States government boarding school for Indians at Lawrence, Kansas, wrote that the article "grew out of a suggestion made by Dr. C. S. Hobson, Professor of Education at the University of Kansas. From his vantage point as a curriculum specialist, Dr. Hobson feels that there is a definite need for authentic information about Indians."

*Fact:* The definition of civilization governs here. Indians are not savage or ferocious. However, some Indians, like some whites, live under primitive conditions and are illiterate according to the standards of major culture. Most Indians want an education and generally take advantage of educational opportunities. Some of the five civilized tribes had tribal schools for their children before many of the states provided public education.<sup>2</sup>

*Fallacy:* Indians are not citizens and cannot vote.

*Fact:* All American Indians were made citizens in 1924 by act of Congress. Arizona and New Mexico granted Indians the right to vote in 1948, and Indians now have the legal right to vote in all states. However, local obstacles still disenfranchise Indians in some areas.

*Fallacy:* Indians are confined to reservations and may not leave without permission.

*Fact:* There is no legal restraint whatever on Indians leaving the reservation. They are as free to come and go as whites are to leave and return to their homes.

*Fallacy:* Indians get government pensions and do not have to work.

*Fact:* There is no such thing as a government Indian pension. However, the government still pays pensions to a very few old Indian army scouts for service rendered. Some Indians, like whites, get state old age assistance.

*Fallacy:* Most Indians are rich and have oil money.

*Fact:* Most Indians are very poor. The annual income of the average Indian family before World War II was \$600 per year.<sup>3</sup> This amount included the value of all gardens, poultry, livestock, and handwork produced by members of

<sup>1</sup> Lloyd E. Bauch, *Educational Service for Indians*, 1939,

p. 4.

<sup>2</sup> *Ibid.*, p. 33.

<sup>3</sup> *Ibid.*, p. 24.



the family. Based on an average family of four members, the per capita annual income was \$125 per year. As a result of war economy, this figure increased some during World War II.

**Fallacy:** The ratio of public employees for Indians is much higher than for ordinary citizens.

**Fact:** On the contrary, Indians have only about one-half as many government employees as are used for ordinary citizens. There is one public employee to every 24 ordinary citizens.<sup>4</sup> It should be noted that Indian Service employees perform all of the services which the ordinary citizen receives from the federal, state, county and city governments, as well as medical services.

#### OBJECTIVES AND ACTIVITIES OF THE UNIT

**T**HE novel and romantic appeal of the Indian unit makes it a highly motivating vehicle which should be utilized as much as possible. The unit may be designed to cover one or more of several objectives and may embrace the entire curriculum for a group while the subject is under consideration. A few possible objectives for the high school level are listed below.

1. To develop a rich authentic background of information about Indians of yesterday and today and to correct prevailing fallacies.
2. To learn that our government has a definite responsibility in keeping the 374 treaties which it made with the various Indian tribes.
3. To develop the realization that Indians are normal human beings and citizens.
4. To develop proper interracial relations and intercultural concepts which will extend to all minor groups.
5. To acquire information about geography, agricultural, and natural resources, and other subject fields which are related to the unit.
6. To develop the various communication skills.

**A**CTIVITIES should be selected to fit the stated objectives and grade level. Space permits only the brief mention of a few representative activities.

**Initiatory Activities:** Discuss Indian acquaintances and visits to Indian communities. Discuss Indian contributions to our food supply.

**Developmental Activities:** Visit Indian school or community; Construct miniature Indian homes. Plan a meal of Indian food. Organize archery club. Correspond with Indian students. Carry out research assignments.

<sup>4</sup> United States Indian Service. *Information Pamphlet II*, 1950, p. 39-41.

**Culminating Activities:** Stage or radio program about Indians. News stories and editorials about Indians. Display of genuine Indian arts and crafts. Hold archery contests. Entertain Indians.

**Follow-up Activities:** Continue correspondence with Indian friends. Promote annual celebration of American Indian Day.

#### GOVERNMENT PUBLICATIONS AVAILABLE

**T**HE Education Division of the United States Indian Service, under the direction of Willard W. Beatty, publishes eighty books and pamphlets dealing with various phases of Indian life and culture. The publications contain authentic information and were all written by the staff of the U. S. Department of the Interior within the past twelve years. All of the authors are specialists in their respective fields and have spent years living in Indian communities and working with Indians. The publications were printed by Indian students in the print shops of the vocational schools of the Indian Service.

#### HOW TO GET INFORMATION

**W**RITE Haskell Institute, Lawrence, Kansas, for a free copy of the pamphlet *Know the Truth About Indians!* The pamphlet contains an annotated bibliography and price list of all Indian Service publications. Willard W. Beatty, Chief of the Branch of Education of the Bureau of Indian Affairs, introduces the pamphlet with the following statement:

"Almost every school in the United States teaches an Indian unit, somewhere in the elementary grades. Yet the published material about Indians is often either sentimentally unrealistic or brutally untrue. Indians were and are neither ignorant and bloodthirsty savages, nor misunderstood heroes. Indians are human beings like ourselves, living interesting normal lives in accordance with customs and beliefs which are prehistoric in origin—but greatly modified by several hundred years of contact with white people.

"The publications of the United States Indian Service present a true picture of the American Indian. They have been written by people who live and work with Indians. There are readers suitable for children in the elementary grades, and there are reference books which may be helpful to those grades, extremely useful in the high school and helpful to interested adults. New titles are being added constantly.



SOME of the best information about Indians is free. The catalogue described above contains a list of 19 pamphlets which will be sent free by Haskell Institute upon request. The first four pamphlets are written in question-and-answer form and contain definite, concise, and authentic information about many phases of the Indian question. The names of these four pamphlets and the number of questions covered in each are as follows: 1. *Questions on Indian Culture* (53); 2. *Answers to Your Questions on American Indians* (78); 3. *Tables on Hospitals, Schools, Population and School Census* (38 pages); 4. *You Asked About the Navajo* (95).

THE publications mentioned in this section are for sale at cost by Haskell Institute. Some of the prices are as low as 10 cents and many are listed under 50 cents per copy. However, a few cloth bound editions are \$1 or more. Space will not permit a listing of the respective books, but a group listing with the catalogue analysis is presented below.

#### *Indian Life Readers—27 Titles*

"These readers were originally prepared to assist Indian children in learning to read and write their native language as well as to read English. The text therefore appears in both English and a native tongue. This fact in no wise detracts from the utility of the books for use with white children. Some of the books are in English and Spanish. The readers are copiously illustrated by Indian artists."

#### *Indian Hand Craft Pamphlets—Eight Titles*

"The American Indians were not only great huntsmen, and courageous fighters, they were also artists of unusual manual dexterity, and remarkable sense of design. Much tribal art was ceremonial, given over to the propitiation of the supernatural forces which surrounded them. But there is no Indian tribe which has not taken the time to beautify every bowl, basket or wooden cup made for everyday use. After the coming of the white man, many of the more colorful of Indian arts were carried on with materials furnished by the whites—but in each instance these materials were transformed into something characteristically Indian. Pamphlets copiously illustrated. Suitable for older grades and adults."

#### *Indian Life and Customs Pamphlets—Six Titles*

"A copiously illustrated series of pamphlets, telling of the life and customs of the Indian tribes, as they were when they made their first contact with the white men, and recounting some of the changes which have since taken place. Simply written by a noted anthropologist. Good reference material at junior and senior high school levels, and for adults."

#### *Indian Recordings*

"Music of the Sioux and Navajo (1401), an album of four ten-inch records (78 rpm) including seven selections of Sioux music and seven selections of Navajo music, ranging from solo songs to dance choruses. The singers are recognized as unusually competent on their reservations, and the songs are currently popular in their areas. The recordings were made by Willard Rhodes under the direction of the Education Branch, U. S. Indian Service.

The same selections are available on one 12" long-playing record (33 $\frac{1}{3}$  rpm).

These records are published by the Folkway Records and Service Corporation of New York and may be obtained direct from them, or through record shops or from Haskell Institute."

#### *Indian Films*

Produced by the United States Indian Service. These films are for sale only—not for rent.

"These 16mm Kodachrome films, with sound, were produced by the United States Indian Service as a part of the educational program for America's 400,000 Indians.

"They may now be purchased by schools, libraries, and other educational film users at Government contract price. All such films purchased by film libraries are subject to the restriction that they MUST be loaned for a minimum film service charge and without profit.

"Educational film users, interested in purchasing these films, may secure complete catalog or preview copies by writing on their letterhead to: Educational Film Laboratory, c/o U. S. Indian School, Santa Fe, New Mexico."

#### *Other Information*

It should be noted that the following encyclopedias carry authentic information about Indians which has been revised within the past ten years with the aid of the editorial staff of the United States Indian Service: *World Book Encyclopedia*; *Britannica Junior*; and *Compton Pictorial Encyclopedia*.

# Recent Biographies in American History

Carlton C. Qualey

IN A recent article in the *New York Times Book Review*, Professor Allan Nevins of Columbia University, one of the most distinguished of American biographers and historians, laid down three tests for a great biography. These were: (1) "It must recreate its central character in a way which will give us a sense of rounded reality." (2) "The classic biography must also tell a compelling story." (3) "Finally, a biography of the first rank must relate the character and the story in not only a significant but a poignant way to our universal human experience so that . . . we feel our own experience has been vitally touched."<sup>1</sup>

Not all biographers in American history published since World War II have met these tests in all respects, but a few have done so, and the general level of quality is high. War periods account for a large number of biographies, with political history second, and intellectual history third. Almost all fields are represented.

Probably familiar but worth a reminder is the invaluable publication of the H. W. Wilson Company, *Biography Index. A Quarterly Index of Biographical Material in Books and Magazines*.<sup>2</sup> Included in each number and volume is an index to professions and occupations of persons listed. The volumes published to date seem to be thorough in coverage and the number of entries since January 1946 is impressive indeed. Another guide, but one far from adequate, is Marion Dargan's *Guide to American Biography*,

This analysis of biographies that have appeared since 1946 supplements the author's "Recent Scholarship and Interpretations in American History" (*Social Education*, May 1951). Reprints of both articles may be secured for ten cents each from the National Council for the Social Studies, 2201 Sixteenth Street, N.W., Washington 6, D.C.

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*Part I, 1607-1815*.<sup>3</sup> A supplementary volume to the *Dictionary of American Biography* (1944) has been issued and it is to be hoped that this monumental work can be continued indefinitely.

Mentioned in my bibliographical essay in the May 1951 issue of this journal were biographical studies in American historiography, on Francis Parkman, Richard Hildreth, and Hubert Howe Bancroft.<sup>4</sup> More studies of American historians are needed, particularly of those whose work came later than that of the historians discussed in the excellent volume edited by Professor William T. Hutchinson.<sup>5</sup>

## THE COLONIAL PERIOD

THE relative neglect of the colonial period in American history is reflected in the volumes of biography. Among the better studies may be listed Herbert E. Bolton's detailed *Coronado*,<sup>6</sup> Morris Bishop's well-written *Champlain*,<sup>7</sup> and Howard Peckham's exciting study of *Pontiac*.<sup>8</sup> Actually there is a great deal of colonial material in the biographies of the men of the Revolutionary generation. For example, Catherine Drinker Bowen's *John Adams and the American Revolution* is excellent colonial New England social history as well as a sound study of Adams' life before the American Revolution.<sup>9</sup> The same is even more true of Douglas

<sup>1</sup> "How Shall One Write of a Man's Life?" July 15, 1951, p. 20.

<sup>2</sup> New York: H. W. Wilson Co., since January 1946.

<sup>3</sup> Albuquerque: University of New Mexico Press, 1949.

<sup>4</sup> p. 218.

<sup>5</sup> William T. Hutchinson, ed., *The Marcus W. Jernegan Essays in American Historiography*. Chicago: University of Chicago Press, 1937.

<sup>6</sup> Herbert E. Bolton, *Coronado on the Torquoise Trail, Knight of Pueblos and Plains*. Albuquerque: University of New Mexico Press, 1950.

<sup>7</sup> Morris Bishop, *Champlain: The Life of Fortitude*. New York: Alfred A. Knopf, 1948.

<sup>8</sup> Howard H. Peckham, *Pontiac and the Indian Uprising*. Princeton: Princeton University Press, 1947.

<sup>9</sup> Boston: Little, Brown, 1950.

Southall Freeman's first two volumes on George Washington.<sup>10</sup> Freeman not only makes a human being and an understandable one out of the Father of his country, but he also presents a vivid picture of eighteenth century tidewater Virginia. The same can be said for Dumas Malone's first volume of a near-definitive biography of Jefferson,<sup>11</sup> the three volumes that have appeared of Marie Kimball's study of Jefferson,<sup>12</sup> and the three fine volumes by Irving Brant on Madison.<sup>13</sup> The second and third volumes of Brant's study are also important contributions to the history of American political and constitutional theory. Other biographies of merit on the men of the Revolutionary generation and of the early national period are Louis Gottschalk's *Lafayette*,<sup>14</sup> Nathan Schachner's *Alexander Hamilton*,<sup>15</sup> and Adrienne Koch's stimulating *Jefferson and Madison*.<sup>16</sup> Overshadowing all projects in this period is the publication of *The Papers of Thomas Jefferson*,<sup>17</sup> the first volumes of which have now appeared.

#### THE MIDDLE PERIOD

THE most significant recent biographies in the middle period of American history have been those of Calhoun. The multi-volumed study of Calhoun by Charles M. Wiltse is sympathetic but so full that the reader may judge for himself as to controversial issues.<sup>18</sup> The other biography of Calhoun is a one-volume study by Margaret L. Coit, a book showing good selectivity and critical insights.<sup>19</sup> It is not fully convincing as to continuance of nationalism in Calhoun.

Two more studies in the anti-slavery field have appeared. Benjamin P. Thomas clearly establishes Theodore Weld in the forefront of the abolitionists,<sup>20</sup> while Benjamin Quarles has pro-

duced an able study of Frederick Douglass.<sup>21</sup>

Three other biographies of men of the middle period that deserve special mention are Frank B. Woodford's *Lewis Cass*,<sup>22</sup> Brainerd Dyer's *Zachary Taylor*,<sup>23</sup> and Glyndon G. Van Deusen's *Thurlow Weed*.<sup>24</sup> All three of these personages had long-needed adequate portraits.

#### THE CIVIL WAR

THE Civil War period is so rich in drama and controversy that it has been a favorite for biographers. Hundreds have been written and more doubtless will be produced. Out of the welter of Lincoln studies that are constantly being published, first mention should be given to William B. Hesseltine's excellent *Lincoln and the War Governors*.<sup>25</sup> Two close associates of Lincoln have for the first time received adequate scholarly attention. They are David Donald's authoritative *Lincoln's Herndon*,<sup>26</sup> and Helen Nicolay's *Lincoln's Secretary: A Biography of John G. Nicolay*.<sup>27</sup> Most interestingly done is Benjamin P. Thomas' study of Lincoln's biographers.<sup>28</sup> A political leader on the other side of the Mason-Dixon line to receive recent and overdue treatment is John Bell whose biography has been done by Joseph H. Parks.<sup>29</sup> The latter volume is one of the Southern Biography series.

Of Civil War generals we would seem to have a plethora of biographies, but they still come off the presses. One excellent recent volume is Fred Harrington's *Fighting Politician: Major General N. P. Banks*, the story of a singularly unattractive character.<sup>30</sup> Another is the better of two recent studies of the Confederate General, J. B. Hood, that by John P. Dyer.<sup>31</sup> The commander of the Army of the Tennessee comes through as something less than a great man.

<sup>10</sup> *George Washington: A Biography*. Young Washington. New York: Scribners, 1948.

<sup>11</sup> *Jefferson and His Time*. Boston: Little, Brown, 1948.

<sup>12</sup> Marie Kimball, *Jefferson*. New York: Coward-McCann, 1943, 1947, 1950.

<sup>13</sup> James Madison. Indianapolis: Bobbs-Merrill, 1941, 1948, 1950.

<sup>14</sup> *Lafayette Between the American and the French Revolution (1783-1789)*. Chicago: University of Chicago Press, 1950.

<sup>15</sup> New York: Appleton-Century, 1946.

<sup>16</sup> New York: Alfred A. Knopf, 1950.

<sup>17</sup> Julian P. Boyd, ed., *The Papers of Thomas Jefferson*. Princeton: Princeton University Press, 1950-1951.

<sup>18</sup> *John C. Calhoun*. 3 Volumes, Indianapolis: Bobbs-Merrill, 1941, 1944, 1951.

<sup>19</sup> *John C. Calhoun: American Portrait*. Boston: Houghton Mifflin, 1950.

<sup>20</sup> *Theodore Weld, Crusader for Freedom*. New Brunswick, N.J.: Rutgers University Press, 1950.

<sup>21</sup> *Frederick Douglass*. Washington, D.C.: Associated Publishers, 1948.

<sup>22</sup> *Lewis Cass, The Last Jeffersonian*. New Brunswick, N.J.: Rutgers University Press, 1950.

<sup>23</sup> Baton Rouge: Louisiana State University Press, 1946.

<sup>24</sup> Boston: Little, Brown, 1947.

<sup>25</sup> New York: Alfred A. Knopf, 1948.

<sup>26</sup> New York: Alfred A. Knopf, 1948.

<sup>27</sup> New York: Appleton, 1949.

<sup>28</sup> *Portrait for Posterity: Lincoln and His Biographers*. New Brunswick, N.J.: Rutgers University Press, 1947.

<sup>29</sup> *John Bell of Tennessee*. Baton Rouge: Louisiana State University Press, 1950.

<sup>30</sup> Philadelphia: University of Pennsylvania Press, 1948.

<sup>31</sup> *The Gallant Hood*. Indianapolis: Bobbs-Merrill, 1950.



## SINCE THE CIVIL WAR

ON political leaders since the Civil War there have been a few good studies. William H. Hale's *Horace Greeley* is easily the best of him published to date.<sup>32</sup> Richard Hofstadter's *The American Political Tradition and the Men Who Made It* includes several leaders of this period and is a first-rate book.<sup>33</sup> Several politicians of regional more than national importance have found biographers. Everett Walters has done this service for the "Ohio Gang" leader Joseph Benson Foraker,<sup>34</sup> Mark D. Hirsch has resurrected William C. Whitney, the New York state Democratic leader of the nineties,<sup>35</sup> Richard Nelson Current has written a significant study of the Wisconsin lumberman and political boss, Philetus Sawyer,<sup>36</sup> Winifred E. Helmes has written an excellent biography of Minnesota's John A. Johnson,<sup>37</sup> and George H. Mayer has done an exciting book on *The Political Career of Floyd B. Olson*,<sup>38</sup> whose early death cut short a most promising career.

We are getting more studies of members of the Federal bench. Willard L. King's *Melville Weston Fuller: Chief Justice of the United States, 1888-1910* is a scholarly work.<sup>39</sup> Even abler is Alpheus T. Mason's *Brandeis*.<sup>40</sup>

The two greatest leaders of the American people since 1912 have been the subjects of new studies. Arthur S. Link's first volume of a projected multi-volume biography of Woodrow Wilson is excellent.<sup>41</sup> Robert P. Sherwood's *Roosevelt and Hopkins* is a remarkable achievement.<sup>42</sup> Space does not permit a full listing of the many studies of other political leaders. A vast body of F. D. Rooseveltiana alone is in the making.

<sup>32</sup> *Horace Greeley, Voice of the People*. New York: Harper, 1950.

<sup>33</sup> New York: Alfred A. Knopf, 1948.

<sup>34</sup> *Joseph Benson Foraker: An Uncompromising Republican*. Columbus, O.: Ohio State Archeological and Historical Society, 1948.

<sup>35</sup> *William C. Whitney, Modern Warwick*. New York: Dodd, Mead, 1948.

<sup>36</sup> *Pine Logs and Politics: A Life of Philetus Sawyer*. Madison: State Historical Society of Wisconsin, 1950.

<sup>37</sup> *John A. Johnson, The People's Governor: A Political Biography*. Minneapolis: University of Minnesota Press, 1949.

<sup>38</sup> Minneapolis: University of Minnesota Press, 1951.

<sup>39</sup> New York: Macmillan, 1950.

<sup>40</sup> New York: Viking, 1946.

<sup>41</sup> *Wilson: Road to the White House*. Princeton: Princeton University Press, 1947.

<sup>42</sup> New York: Harper, 1948. Revised Edition, 1950.

In certain special fields, notable contributions have been made. In American economic history we have an important study by Andrew D. Rodgers, III on *Liberty Hyde Bailey: A Story of American Plant Sciences*.<sup>43</sup> Frederick Lewis Allen has produced a readable but thin *The Great Pierpont Morgan*.<sup>44</sup> Ray Ginger's *The Bending Cross: A Biography of Eugene Victor Debs* is the best study of Debs to appear so far.<sup>45</sup> In American diplomatic history we have the definitive and impressive volume on John Quincy Adams by Samuel F. Bemis.<sup>46</sup> In the field of racial groups, Basil Mathews has written a fine biography of Booker T. Washington.<sup>47</sup>

## INTELLECTUAL HISTORY

THE last field for which there is space in this brief essay on recent biography is that of intellectual history. Leading the list in this field is perhaps Ralph L. Rusk's study of Emerson,<sup>48</sup> but close on its heels are several excellent biographies in the new American Men of Letters Series being published by William Sloane Associates.<sup>49</sup> The best of these so far is Perry Miller's superb characterization and exposition of Jonathan Edwards and his thought. Of different types are Carl Bridenbaugh's excellent *Peter Harrison, First American Architect*,<sup>50</sup> Thomas Coulson's life of the leading American physicist of the nineteenth century, Joseph Henry,<sup>51</sup> and Carl Wittke's learned *The Utopian Communist: A Biography of Wilhelm Weitling, Nineteenth Century Reformer*.<sup>52</sup> Finally, no one should miss Louise Hall Tharp's delightful *The Peabody Sisters of Salem*, the story of Elizabeth the spinster, Mary the wife of Horace Mann, and Sophia who married Nathaniel Hawthorne.<sup>53</sup>

<sup>43</sup> Princeton: Princeton University Press, 1949.

<sup>44</sup> New York: Harper, 1949.

<sup>45</sup> New Brunswick, N.J.: Rutgers University Press, 1949.

<sup>46</sup> *John Quincy Adams and the Foundations of American Foreign Policy*. New York: Alfred A. Knopf, 1949.

<sup>47</sup> *Booker T. Washington, Educator and Inter-Racial Interpreter*. Cambridge: Harvard University Press, 1948.

<sup>48</sup> *The Life of Ralph Waldo Emerson*. New York: Scribner, 1949.

<sup>49</sup> Perry Miller, *Jonathan Edwards*. (1948) James Grossman, *James Fenimore Cooper* (1949) Mark Van Doren, *Nathaniel Hawthorne* (1949) Joseph Wood Krutch, *Henry David Thoreau*. (1948) Emery Neff, *Edward Arlington Robinson*. (1948).

<sup>50</sup> Chapel Hill, N.C.: University of North Carolina Press, 1949.

<sup>51</sup> *Joseph Henry: His Life and Work*. Princeton: Princeton University Press, 1950.

<sup>52</sup> Baton Rouge: Louisiana State University Press, 1950.

<sup>53</sup> Boston: Little, Brown, 1950.



# College Courses in Geography For Elementary School Teachers

Lyle E. Gibson

THROUGHOUT this country elementary school teachers are expected to be able to teach social studies; in fact, the social studies are frequently the core of the curriculum. Furthermore, it is more than likely that the approach to social studies in the elementary curriculum will be geographic. These facts indicate the need for colleges to prepare teachers in the methods of social science and geography. However, such college preparation is usually beset with difficulties. It must meet with the approval of the professional geographer and social scientist, the prospective teacher must meet the requirements of his particular system, and the college courses in geography must be squeezed into an already crowded curriculum. Each interested group seems to have a legitimate claim to its points of view.

As we probe the offerings about the country, we find that the problem of teaching college geography to teachers has been met in a variety of ways, but commonly the introductory course in geography is given both to those required to take it and to anyone who elects geography. Furthermore, it is assumed to fit their purposes. An investigation of the motives would doubtless lead to the conclusion that this course is offered not as the selfish demand of vested interests, but rather as the sincere result of study in the field and evaluation of student needs.

However, the problem involved here is not one of questioning the principles and concepts of geography, but rather of finding an approach or method of teaching these concepts and principles in such a way that they will be of greatest value to a vocationally homogenous group. For this group the problem is primarily one of determining

the uses made of geography by teachers in the elementary grades.

## APPROACHES TO ELEMENTARY SOCIAL STUDIES AND GEOGRAPHY

A SIGNIFICANT source of information regarding the type of material taught by elementary school teachers is to be found in the course of study. Whereas there is no assurance that teachers are doing what the course of study suggests, we have no better source of information unless we are to question the teachers themselves—a difficult procedure and subject to inaccuracy. In the course of study we find that most states have developed a general approach to the curriculum, an approach which individual systems adapt to fit their needs and desires. It is possible from these publications, as well as from several curriculum summaries,<sup>1</sup> to gain information on where and how geography fits into the elementary school programs of our country.

According to the findings of Bruner and others,<sup>2</sup> from courses of study in civics, geography, history, and social studies received by them, subject matter areas had the following average distribution for the first eight grades: social studies, 37.7 percent; geography, 27.7 percent; history, 21.9 percent; and civics, 13 percent. On the basis of this information, it is evident that geography is prominent as an approach to social studies. However, of even greater significance to the geographer is the fact that the most common approach to the social studies is through the

<sup>1</sup>H. B. Bruner, and others. *What Our Schools Are Teaching*. New York: Teachers College, Columbia University, 1941. Edgar Bruce Wesley and Mary A. Adams. *Teaching Social Studies in Elementary Schools*. Boston: D. C. Heath and Co., 1946. Ernest Horn. *Methods of Instruction in the Social Studies*. Part 15, American Historical Association, Report of the Committee on Social Studies. New York: Charles Scribner & Sons, 1937. J. Murray and Dorris May Lee. *The Child and His Curriculum*. New York: Appleton-Century-Crofts, 1950.

<sup>2</sup>Bruner et al., *op. cit.*, p. 16.

In this article the author, an assistant professor of geography at the San Francisco State College, describes a geography course "taught primarily to students expecting to teach in the elementary grades."

study of areas or regions, which is essentially a geographic study. In the reference by Adams,<sup>3</sup> we find summarized the various approaches to the units in elementary social studies courses; among them the "areas-of-living approach," the "concept-problem approach," and the "comparative cultures approach," each of which is making use of facts and understandings commonly developed in cultural geography. With this emphasis directed toward geography, we should expect those who are to teach this material to understand how geography contributes to the social studies and how it can be used to coordinate them.

*Sequence of regions.* Having established the position of geography in the elementary curriculum and having indicated the major approaches to elementary social studies, it is now possible to examine the order in which the geographic concepts are developed in the elementary grades. Here we find the study of a familiar place or problem the beginning step in nearly every approach to the elementary social studies. With younger children, familiarity with ideas and things is most vividly illustrated at home, in the school, and in the local area in general. Thus, the first studies are usually of the closest local scene. Later the area is broadened to include the community, the city, the state, the United States, North America, and finally on to the rest of the world. There is no limit to the space through which the elementary student is led. Therefore, the college course may cover any place on the earth's surface, but a great deal more time is spent on the United States and the Western Hemisphere than on other parts of the world.

Another aspect of the elementary course of study is its attempt to integrate the features of social life so that they may appear as concrete and actual real-life situations. There is no one way to accomplish this end, but the geographic region is as real and concrete as any method capable of developing a framework for carrying on this type of study. Furthermore, the region may be varied in size to suit the problems of complexity involved in social life.

#### GEOGRAPHIC CONCEPTS

WITH this reconciliation of the approach to the social studies and geography in the elementary grades, it is possible to investigate the scope and viewpoint of geography with a view toward using, in the college course, the

concepts and principles of the field within the regional approach. If we define geography as a study of the distribution of observable features in space, the location of these features and the search for reasons why they take this special arrangement cannot be neglected. As conscientious geographers, we wish to set up or find places on the earth's surface which will illustrate how all the characteristics of that place fit together spatially. We want to know how the people came to be there, why they believe in a particular form of government, why the mineral resources are used or unused, why native vegetation is of a particular type. There is no limit to the number of problems involved in accounting for the areal arrangement of the natural environment, population, and cultural attitudes. However, the breadth of the study must be largely controlled by the definition, the conceptions amongst scholars past and present as to what are the principles and concepts of geography, and the time allowed.

The definition, already stated, indicates an interest in distribution of observable features in space. Among the observable features which establish spatial patterns are those of the natural environment, those of population, and those features produced by the culture of the inhabitants. Any region, no matter where it is found, is possessed of a natural environment. Similarly, it would be very difficult to find a region on the face of the earth in which no population is found, and we know, of course, that where there is population, there are also material features with their accompanying culture. These characteristics must be put together in a region in such a way that they will show the function of the various parts in relation to the whole.

*Regional organization.* The organization of a geographic region may be approached from the same viewpoint that one would use in looking at the landscape. The whole region would be occupied by a natural environment of surface configuration, climate, native vegetation, and animals and soils. Somewhat less in evidence would be the observable man-made features of roads and settlement patterns: the economic, recreational, aesthetic, health, religious, educational, and political features. Occupying somewhat less space one would find population with the characteristics of size, distribution, and composition. The population and man-made features together would mirror the cultural organization and development.<sup>4</sup>

<sup>4</sup> See H. H. McCarty. *American Social Life*. Dubuque, Iowa: Wm. C. Brown, 1949. p. 1 ff.

<sup>3</sup> Adams, *op. cit.*, p. 142-50.

To organize these characteristics of a region, it is possible to utilize a number of methods, but first the area must be delimited. Although no one method would satisfy all geographers, we do have the choice of a physical basis (natural environmental features) for delimiting regions or one in which the type of land use determines regional boundaries. We could use other criteria as the base for regional location also, but none of the other methods have been used as often as the above mentioned ones and other methods are not so familiar to most people. For the elementary teacher, who is teaching social studies with the use of geography, the land-use region comes nearer to an approach to the social studies than the physical region because it is based upon a cultural feature. In other words, if the college study is to prepare people to teach social studies, it then seems that the criteria for selection of a region should be social or cultural. Therefore, when the region is viewed and we describe what the man-made features and population are, where they are, and attempt to interpret why they are there, we become involved in the economic, social, and political organization and attitudes of the region. However, the physical environment is not lost to the scene because, in the very nature of every geographic region, the physical environment is ever-present. Thus, although there has been nothing eliminated from the geographic area, it has been defined and approached from the standpoint that the prospective teacher would expect to use.

With all the features of social life drawn into a single setting, we have the integration which is so often sought and which is so much a part of the social studies program in the elementary grades.

*Limitation of problem.* The size of this problem indicates a need for limitation of its breadth. If all the description and interpretation in terms of the cultural development in a region were accomplished, it would be possible to select the smallest region and spend a semester on it. In fact, this is done in many of the social studies programs of the early grades, where the community is studied for a semester or even two semesters, and most college programs offer a semester course or graduate study in a restricted area. However, because the elementary program usually enlarges its regional interest to include the state, the United States, and other parts of the world with each succeeding grade, the college geography training for teachers must be somewhat more inclusive than the local community.

It is well to remember, at this point, that this

is a first course in geography for most of these college students and it is necessary to acquaint them with the elements of geography as well as with a method of organizing and developing their study. For this reason there must be an attempt to make the region large enough to include a variety of these geographic elements while recognizing the futility of trying to provide all the possible combinations of the elements. Thus, within regional settings, we realize that in the limited time it is extremely unlikely that we could cover the world and develop any degree of thoroughness or penetration into any one region, let alone all of them, and it is impossible to develop all the possible combinations of elements that regional divisions may exhibit. Thus we must either (a) limit the space or size of the region, and/or (b) limit the number of topics to be considered in each region.

*Selection of region.* Of major concern in the selection of the area we wish to study is whether or not that area exhibits great enough diversity of cultural and physical features to give a broad picture of geographic variations. It is also important that emphasis be placed on those regions which are stressed in the elementary grades. The latter problem illustrates a need for study of the local region. Time limitations will probably restrict that local study to the state or the land-use region of which the local area is a part, with some greater emphasis upon the local community. Beyond this local area the remainder of the United States would account for a larger share of the elementary program. The areas in this country have a tremendous breadth of both physical and cultural types. Land use varies from that of the primitive culture of the Indians in the Intermountain Plateau and the areas of relative subsistence agriculture in the eastern hill lands to the highly complex manufacturing types in the urban Northeast. Most types of land forms are in evidence, all the climates are represented save those in subpolar and polar regions and those of the heart of the tropics, and wide varieties exist in vegetation and zonal soil types.

The major omission in the foregoing discussion is the study of a region with a culture unlike our own. Since geographers are acutely aware of different patterns of regional land use—where similar physical regions are occupied by different cultures—we need some experience in that study. Continuing the study with the Western Hemisphere, it is possible to find a very different culture in Latin America. We can find regions similar in land use to those of the United States but, with different methods of making use of the



products of these areas and different applications of the factors of production. We find similar physical environmental features as well, but with very different organizations of economic, family, religious, political, and other social aspects of the culture.

It would not be necessary to study the whole of Latin America to demonstrate how cultural variations affect the character of the landscape, but where resources are similar to those of a region within the United States there is an opportunity for comparison. For example, Chile offers an interesting comparison with the Pacific Coast of the United States; Argentina, with resources similar to those of the eastern United States, may be compared with the United States Cotton Belt, Corn Belt, and grazing region. It is not difficult to complete these studies in the Western Hemisphere, but it would also be possible to use other selected world regions which have resource characteristics similar to comparable regions in the United States.<sup>5</sup>

*Historical factors.* To understand these cultural variations which affect land use, it is necessary to investigate their historical background. The importations of agricultural feudalism and the Roman Church into areas inhabited by indigenous Indian groups is important in explaining present culture patterns in Latin America and helps clarify the understanding of types of land use and their distribution. And, on the other hand, the pattern of Swiss political organization has been substantially influenced by surface configuration.

Thus it is possible to demonstrate the effect of culture upon the land and at the same time to investigate varieties of physical environment and their relationship to patterns of occupation.

#### SKILLS

**A**LTHOUGH it is felt that the approach to college geography is of greatest importance for the elementary school teacher, there are certain skills, essential to any study in geography, which should be acquired during the course. They include, particularly, map interpretation and production and field study. These are the primary skills of geography, but attention may

also be given to interpretation and use of pictures and other visual aids.

If the college student is to understand spatial correlations on maps and diagrams, it is necessary to spend some time developing them in class. It is of great value to the elementary teacher to be able to illustrate these concepts on paper or on a blackboard and some training of this nature seems appropriate.

Since the local region usually occupies a prominent place in the elementary school social studies curriculum, it becomes a logical place to conduct field trips. The study, at first hand, of local land use, physical environment, and institutional development helps to motivate the work and to clarify abstract concepts. Field studies are therefore, an essential aspect of this course content.

#### SUMMARY AND CONCLUSION

**I**N recapitulation, the following problems have been investigated and elaborated: (a) geography has a significant position in the elementary school curriculum of this country; (b) a regional approach in college geography is most useful in teaching elementary school teachers because it offers concrete situations, is manageable in terms of complexity, and is excellent as an integrating device; (c) emphasis in area is most advantageously placed on the local region and the United States; (d) foreign regions need to be compared with the United States regions to understand the influence of cultural variation; (e) historical factors in man's behavior may be easily worked into a regional approach; and (f) geographic skills are useful in elementary teaching and may be a part of the college course.

The program outlined is characterized by considerable elasticity in terms of time, but can be taught in a three- or four-unit course. It is, of course, expected that it will be taught by those in the field of geography because the emphasis is upon content, but the approach is conceived to correspond most closely with that which will be used by the students in their own teaching. The college geography teacher cannot expect, nor should he be expected, to know what questions will be asked of his students by elementary children, but he can investigate the use made of his discipline by elementary school teachers and develop the principles of his field in light of his students' use.

<sup>5</sup> See William J. Berry. "The Capacity of the United States to Support Population." *The Geographical Journal* 102:56-60; August 1943.



# Recent Supreme Court Decisions: Communism and Loyalty

Isidore Starr

IT WAS inevitable that the Supreme Court would be confronted during its 1950 term (October 1950 to June 1951) with several major cases involving the constitutionality of legislation and executive action designed to immobilize Communists and to exclude subversives from government employment. Several important rulings bearing on these problems were handed down in the closing sessions of the Court.

## THE ELEVEN COMMUNISTS

ON June 4, 1951 came the long-awaited decision in the case of the eleven top Communists in the United States, *Dennis et al. v. United States* (341 U. S. 494-1951). It may well be that this case will turn out to be one of the most momentous in our constitutional history.

Most of us are familiar with the facts of the turbulent nine-month trial (January through October 1949) before Federal District Court Judge Harold R. Medina in the City of New York.<sup>1</sup> The defendants had been indicted for violating Sections 2 and 3 of the Smith Act of 1940. The substance of this indictment was that between April 1, 1945 and January 20, 1948 the accused had dissolved the Communist Political Association and had wilfully and knowingly conspired

(1) to organize as the Communist Party of the United States of America a society, group and assembly of persons who teach and advocate the overthrow and destruction of the Government of the United States by force and violence, and

(2) knowingly and wilfully to advocate and teach the duty and necessity of overthrowing and destroying the Government of the United States by force and violence.

The author, a social studies teacher in the Brooklyn (New York) Technical High School, summarizes several significant decisions from the latest session of the Supreme Court. This is the first of two articles on this subject.

There was no charge of actual violence or any overt attempt to overthrow the government. The jury found the defendants guilty and the Circuit Court of Appeals upheld the convictions.

A number of important issues were raised by the defendants. They objected to a trial before a blue-ribbon jury; they contended that one member of the jury was hostile toward them; they argued that Judge Medina's rulings were unfair; they maintained that the Smith Act was unconstitutional under the First and Fifth Amendments; and they insisted that they have had a right to teach and advocate a political theory so long as their advocacy did not constitute a clear and present danger to our government.

Since the Supreme Court did not wish to decide the validity of all these questions, its writ of certiorari was limited to a review of the constitutionality of the Smith Act as applied to the defendants. On all other issues the Court accepted the judgment of the Circuit Court. However, even this limited grant of certiorari raised such difficult constitutional issues that five separate opinions were written by the eight Justices who participated. Justice Clark did not take part as he was the Attorney-General who had initiated the case.

THE opinion of Chief Justice Vinson, joined by Justices Reed, Burton and Minton, represents the views of the majority. Their reasoning starts with the conclusion that the Communists represent a highly organized conspiracy dangerous to the government of the United States. The language used is sharp and unqualified.

By virtue of their control over the political apparatus of the Communist Political Association, petitioners were

<sup>1</sup> The Supreme Court refused to review the contempt-of-court sentences imposed on the six attorneys who defended the Communist leaders and who clashed continually with Judge Medina.

able to transform that organization into the Communist Party; that the policies of the Association were changed from peaceful cooperation with the United States and its economic and political structure to a policy which had existed before the United States and the Soviet Union were fighting a common enemy, namely, a policy which worked for the overthrow of the Government by force and violence; that the Communist Party is a highly disciplined organization, adept at infiltration into strategic positions, use of aliases, and double-meaning language; that the Party is rigidly controlled; that Communists, unlike other political parties, tolerate no dissension from the policy laid down by the guiding forces, but that the approved program is slavishly followed by the members of the Party; that the literature of the Party and the statements and activities of its leaders, petitioners have, advocate, and the general goal of the Party was, during the period in question, to achieve a successful overthrow of the existing order by force and violence.

A sovereign government, continues the Chief Justice, has the power to protect itself against all such advocates of terrorism, violence and revolution. The Smith Act is constitutional because it was passed pursuant to this power of self-preservation.

But, argued the defendants, the *means* used by the Smith Act—its proscription of *teaching* and *advocacy*—contravene the First and Fifth Amendments. For the law prohibits academic discussions of the merits of Marxism-Leninism, and stifles free speech and free press.

The Chief Justice answered this by stating that the law is directed at "advocacy, not discussion." He indicated that the law did not interfere with "peaceful studies and discussions or teaching and advocacy in the realm of ideas." Nor did it proscribe college courses explaining the philosophical theories of Marxism-Leninism.

**W**HERE does one draw the line between speech which is free and proscribed speech? The answer generally given to this query is found in that semantic formula, the "clear and present danger" rule, enunciated by Justice Holmes in these words:

The question in every case is whether words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree. (*Schenck v. United States*, 1919)

Chief Justice Vinson emphasizes that this rule is not a strait-jacket. One can advocate what one wishes unless there is a clear and present danger that a substantial public evil will result therefrom. A government can limit speech if there is a danger that such speech will lead to the overthrow of the government by force and violence.

The existence of the Communist conspiracy, "coupled with the inflammable nature of world condition," have created a clear and present danger to our Government.

Is the determination of the existence of a "clear and present danger" a matter for the judge or jury? The majority opinion ruled:

The doctrine that there must be a clear and present danger of a substantive evil that Congress has a right to prevent is a judicial rule to be applied as a matter of law by the courts. The guilt is established by proof of facts.

As for the defendants' argument that the law is so vague that they could not possibly know that their activities were proscribed by it, the majority decided that there was no merit in that.

**J**USTICES Frankfurter and Jackson agreed with the decision of the majority, but each wrote a separate concurring opinion. Justice Frankfurter sees in this case a conflict of interests—the right of the individual to freedom of expression versus organized society's need for national security. The arbiter in this perplexing problem is Congress, not the Courts. For the former is a truly representative body and is therefore best qualified to weigh and assess the scale of competing values. The judiciary, on the other hand, must be detached and independent. Congress has found it necessary to pass the Smith Act pursuant to its power and duty of self-preservation. The Supreme Court cannot substitute its wisdom for that of Congress. And then the Justice feels impelled to offer this significant advice:

Civil liberties draw at best only limited strength from legal guaranties. Preoccupation by our people with the constitutionality, instead of with the wisdom of legislation or of executive action is preoccupation with a false value. . . . Focusing attention on constitutionality tends to make constitutionality synonymous with wisdom. When legislation touches freedom of thought and freedom of speech, such a tendency is a formidable enemy of the free spirit. Much that should be rejected is illiberal, because repressive and envenoming, may well be not unconstitutional. The ultimate reliance for the deepest needs of civilization must be found outside their vindication in courts of law; apart from all else, judges, howsoever they may conscientiously seek to discipline themselves against it, unconsciously are too apt to be moved by the deep undercurrents of public feeling. A persistent, positive translation of the liberating faith into the feelings and thoughts and actions of men and women is the real protection against attempts to strait-jacket the human mind. Such temptations will have their way, if fear and hatred are not exorcised. The mark of a truly civilized man is confidence in the strength and security derived from the inquiring mind. We may be grateful for such honest comforts as it supports, but we must be unafraid of its incertitudes. Without open minds there can be no open society. And if so-

ciety be not open the spirit of man is mutilated and becomes enslaved.

Justice Jackson's concurring opinion is based on the principle that Congress can punish a conspiracy without waiting for the occurrence of an overt act. He finds that Communism is a "well organized, nation-wide conspiracy" which comes within the provisions of a statute which Congress could constitutionally enact. The clear and present danger rule does not apply to cases of this type. It is useful as a "rule of reason" only where "a conviction is sought to be based on a speech or writing which does not directly or explicitly advocate a crime." To apply the rule in this case would require the appraisal of too many national and international imponderables.

Justice Jackson, like Justice Frankfurter, concludes his opinion with this interesting dictum to the American people:

... I have little faith in the long-range effectiveness of this conviction to stop the rise of the Communist movement. Communism will not go to jail with these Communists. No decision of this Court can forestall revolution whenever the existing government fails to command the respect and loyalty of the people and sufficient distress and discontent is allowed to grow up among the masses. Many failures by fallen government attest that no government can long prevent revolution by outlawry. Corruption, ineptitude, inflation, oppressive taxation, militarization, injustice, and loss of leadership capable of intellectual initiative in domestic or foreign affairs are allies on which the Communists count to bring opportunity knocking to their door. Sometimes I think they may be mistaken. But the Communists are not building just for today—the rest of us might profit by their example.

THE dissenting Justices were Black and Douglas. The latter argues that the case involves speech alone, not "speech plus acts of sabotage or unlawful conduct." By treating speech as the equivalent of treason or sedition is to violate one of the basic principles in the American tradition of human rights. He agrees with Justice Black that the issue of clear and present danger should have been submitted to the jury. His own personal opinion is that there is no such clear and present danger involved in this case. Referring to the Communists as "miserable merchants of unwanted ideas," he finds that their wares remain unwanted and unsold.

Justice Black's dissent is brief and trenchant. His concluding remarks summarize the viewpoint of many of the critics of the majority opinion.

Public opinion being what it now is, few will protect the conviction of these Communist petitioners. There is hope, however, that in calmer times, when present pressures,

passions and fears subside, this or some later Court will restore the First Amendment liberties to the high preferred place where they belong in a free society.

To him the Smith Act, by condemning teaching and advocacy, is a "virulent form of prior censorship of speech and press" forbidden by the First Amendment. He also disagrees with the limited grant of certiorari, being of the opinion that the issues of the blue-ribbon jury and the alleged hostility of a jurymen should have been reviewed by the Court.

This is a brief summary of the five opinions in what may well be one of the historic cases in our history. Certainly the present judgment is in accordance with the "election returns." Will the decision of the majority open a Pandora's Box or will it serve only as the *coup de grâce* to the Communist Party? Only the passage of time will tell.

#### SELF-INCRIMINATION

CAN persons suspected of membership in the Communist Party be ordered in a criminal proceeding to answer questions concerning their relationship with the Party, under threat of being held in contempt of court? Or are they protected under the Fifth Amendment which provides: "No person . . . shall be compelled in any criminal case to be a witness against himself."

In a unanimous decision (one Justice did not take part) in the case of *Blau v. United States* (340 U.S. 159—1950), the Court ruled that persons called before the grand jury may invoke the privilege against self-incrimination when asked questions relating to their connection with or knowledge of the Communist Party. Since answers to such questions may lead to the disclosure of facts tending to incriminate under the Smith Act, a person has "the privilege of remaining silent" under such circumstances.

This principle was modified in the case of *Rogers v. United States* (340 U.S. 367—1951). Mrs. Rogers, in testifying before a grand jury, admitted that she had been treasurer of the Communist Party in Colorado and had been in possession of its membership lists and dues records. She refused, however, to identify the individual to whom she had turned over the records on the ground that: "I don't feel that I should subject a person or persons to the same thing that I'm going through." Several days later when the federal district court judge ordered her to answer the question under the threat of contempt of court, she asserted for the first time her privilege against self-incrimination.



In a five to three decision (Justice Clark did not take part) the Supreme Court upheld her conviction for contempt. Chief Justice Vinson, speaking for the majority, held that the claim against self-incrimination in this case was a "pure afterthought." By answering incriminating questions relating to her connection with the Communist Party, she waived her "privilege of silence." Justice Black, who had written the unanimous decision in the Blau case, dissented and was joined by Justice Frankfurter and Douglas. They contended that Mrs. Rogers had asserted the privilege at the first opportunity that she had become aware of its existence. To give the information requested by the grand jury might invite prosecution under the conspiracy provisions of the Smith Act.

#### THE "LOYALTY PROGRAM"

TWO important decisions dealt with President Truman's Loyalty Program. Miss Bailey, dismissed from government employment because of a disloyalty ruling against her, appealed to the Supreme Court on the ground that she had not been permitted to confront or cross-examine her accusers at any time. The Justices divided four to four in this case, *Bailey v. Richardson*, et al. (341 U.S. 918-918). This deadlock automatically sustained the lower court decision upholding her dismissal. Although no opinions were written in this case, the decision against Miss Bailey was assailed by Justices Douglas, Black and Jackson in their concurring opinions in the case of *Joint Anti-Fascist Refugee Committee v. McGrath*, Attorney-General (341 U.S. 123-1951).

In this latter case the Court in a five to three decision ordered the Attorney-General to present evidence in the Federal District Court showing why he listed three organizations (Joint Anti-Fascist Refugee Committee, National Council of American-Soviet Friendship Inc., and the International Workers Order, Inc.) as Communist and subversive. In the absence of such information, the listings are arbitrary and unauthorized. Justice Burton wrote the majority opinion but separate concurring opinions were written by Justices Jackson, Douglas, Black and Frankfurter. The three dissenters, Chief Justice Vinson, and Justices Reed and Minton, argued that in investigating "the purposes of suspected organiza-

tions, the Government should be free to proceed without notice or hearing."

In *Gerende v. Board of Supervisors of Elections* (341 U.S. 56-1951) the Court upheld the constitutionality of a Maryland law requiring candidates for public office to take a loyalty oath. The Attorney-General of that state assured the Supreme Court that he would advise the appropriate authorities to accept as the required oath an affirmation that the candidate is not engaged in the attempt to overthrow the Government by force and violence and that he is not knowingly a member of an organization engaged in such an attempt.

In the important case of *Garner et al. v. Board of Public Works of Los Angeles et al.* (341 U.S. 716-1951), the court in a five to four decision sustained the constitutionality of the Los Angeles loyalty oath ordinance, which required all municipal employees and officers to take an oath and execute an affidavit. The latter required disclosure of dates and periods of membership in the Communist Party. The oath required everyone to swear that within the past five years (1943-48) he had not advocated the violent overthrow of the Government and had not belonged to any organization which pursued such a policy; and that he is not and will not advocate such forceful overthrow, nor will he belong to any organization with such a program so long as he is in the service of the city.

Justice Clark, speaking for the majority, declared the ordinance to be a reasonable regulation "designed to protect the integrity and competence of the service by setting up standards of qualification and eligibility for employment." He indicated that the oath should not be held to disqualify from office those who were innocent of the purposes of a proscribed organization or those who had resigned from such an organization "when its character became apparent." Two of the dissenters, Justice Black and Douglas, concluded that the ordinance was illegal because it was a bill of attainder ("legislative acts . . . that apply either to named individuals or to easily ascertainable members of a group in such a way as to inflict punishment on them without a judicial trial . . .").

On the basis of the cases summarized here, it is reasonable to conclude that a majority of the Justices will sustain the constitutionality of sedition laws and loyalty legislation.

# Teaching Current Events

Katharine L. Biehl

**H**OW TO get pupils to discuss current problems instead of spending the class period in a series of questions posed by the teacher and answered in a vague phrase or two by the pupils is a never-ending search.

Dissatisfied with the results obtained in this endeavor last year, we began a quest for a technique which would vitalize this phase of the work in a twelfth grade class in problems of democracy. It seemed that it would help if we created an atmosphere for discussion similar to a situation where friends discuss some current issue in their home. Pupils should assume major responsibility with a minimum of talking on the part of the teacher. Pupils must be led to express themselves naturally, to correct faulty reasoning, to develop a subject with clearness and unity. Extroverts must not be permitted to monopolize the time, and the shy must be drawn into the stream of discussion.

The procedure that gradually evolved from this quest is not suggested as a panacea for interesting adolescents in current problems, but the results have been satisfactory enough to make it seem desirable to share them with other teachers.

## THE PROCEDURE

**T**HE Problems of Democracy classes make use of the incidental method of including news items that relate to the topic under discussion; i.e., we talk about the career of some captain of industry who dies while we are studying "big business," or the points involved in a recent court decision regarding segregation when we are studying race relations. One or more periods per week are also set aside for discussion of current issues with a weekly high school paper as the foundation of the study. It was in this weekly period that a fresh approach was needed.

We decided to arrange our chairs in one big circle during the discussion so that no person would have his back to anyone while talking.

Each person sat comfortably, and the atmosphere was as informal as possible. All copies of the paper on which discussion was based were put aside; notes were permitted only for those giving special reports. The teacher sat in the circle with the pupils. The class agreed to dispense with hand raising and being called on by the teacher. At first this resulted in some confusion as five or six people started to talk at once. The general principle was established that if two people started to talk at once, the one who had not yet participated in the discussion up to that time should have first chance. After a few weeks there was no more trouble about this than one would experience in a group of adults discussing some topic in the living room. The pupils learned to yield the floor graciously and to disagree with one another in courteous fashion.

**T**HE lessons opened with a brief statement by the teacher giving the background of the first topic to be discussed. This consisted of a few sentences only and ended with a question that invited discussion of some debatable issue that formed the core of the topic. Some pupil volunteered his opinion, giving his reasons for having that opinion. If he failed to give reasons or if the reasons seemed inadequate or unacceptable, he was challenged by one of his classmates. Gradually, as the various pupils spoke, all aspects of the issue were investigated.

Pupils were encouraged to bring into the discussion ideas on the topic that they had gotten from their basic paper or from the radio or television. Specific articles in other magazines were usually suggested when the papers for the week were distributed. At first the members of the class had a tendency to say, "I heard on the radio . . .," or "I read somewhere . . ."; but before long we succeeded in getting them to say, "I heard Mr. — say . . .," or "I read an article in the — magazine by Mr. — that said. . . ." Editorial opinions were quoted as well as the comments of different columnists.

When the teacher felt that the points had been debated until there was virtual agreement or until all arguments on both sides of an issue

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The author of this article is a social studies instructor in Frederick (Maryland) High School.

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had been developed and further discussion would be mere repetition, the topic was closed with a brief statement in which the teacher emphasized the conclusion drawn, the two or more reasonable positions in regard to the matter in question, or indicated the relationship of this topic to others previously studied. Sometimes, when the issue was involved, the teacher asked to have the main points summarized. At other times a topic was carried over for further study and specific points on which more information was needed were stated. The teacher then asked a question on another topic and the process was repeated.

During the course of discussion the teacher kept in the background as much as possible. Occasionally someone led the group on a remote tangent and a question or comment was necessary to reestablish the goal; or now and then some correction was needed; or the teacher might relate an experience or bit of knowledge that would help to clarify the children's thinking.

No limit was placed on the number of times a pupil could speak and sometimes a lively debate arose between two or three persons for a brief time. However, in the general explanation of the plan it was made evident that 100 percent participation was desirable and that good manners dictated that no one should monopolize the period. It was surprising to see how well social control worked, how well the pupils themselves managed the few who tried to take more than a fair share of the time.

It was soon evident that in every class there were a few retiring individuals who were content to listen all period and say nothing. Several things were tried to overcome this. The teacher occasionally directed a question specifically to one of them. Sometimes such a pupil was assigned an article related to the topic and asked to give the author's viewpoint in the discussion. A bit of praise when one of these children overcame shyness and spoke voluntarily soon led to the point where everyone was doing some talking in each of the periods devoted to this work.

**T**HEN it seemed time for the next step. A pupil was made leader for the period and prepared a list of questions for discussion. These he submitted to the teacher in advance of the day for current problems and together he and the teacher revised the questions, added and eliminated, and the pupil leader became responsible for the discussion. Many children became very adept at "setting the stage" for debate of an issue and devising good questions.

One of the problems faced was whether or not to rotate the position of leader among all members of the class, put it on a voluntary basis, or have the teacher designate who should serve. Arguments pro and con were given and the conclusion reached that not all individuals have the qualities of leadership and that good leadership was important in successful teaching and discussion. Therefore, the decision was made that the teacher should choose those who seemed capable as leaders if these pupils wanted to serve in that capacity. No force was ever used in getting pupils to do the job, and it was understood that the teacher would be glad to have pupils volunteer. Most of them were anxious to act as leader and all recognized that it was an honor to be chosen.

#### EVALUATION

**W**HAT kinds of pupils were involved in this study? How did the teacher evaluate the work? The pupils, about 175 in number, were members of the senior class in a school located in a city of about 1800 population. Almost half of the pupils were transported by school bus from farms and rural villages. Most of them had had two years of history in high school. They came from economic groups ranging from upper middle class to those on welfare. The children of local politicians, small businessmen, college professors, farmer, skilled and unskilled laborers mingled. They came from homes where current problems were frequently discussed and from homes where there was not even a weekly newspaper.

The pupils were grouped in sections according to the course they chose. Not all classes have been uniformly successful in following this technique. In general, there has been a descending degree of success in the discussions as the average I.Q. of the sections became lower. However, even where the poorest results were obtained, there seemed to be more interest and more learning than in the previous plan of more formal questions and answers.

The paper that formed the basic reading material in each section was selected to correspond in degree of difficulty to the average reading ability of the pupils in the group. Where the reading level was extremely low, the pupils were given considerable training in underlining key words and phrases. Questions were provided to guide their study of the longer articles. From time to time reading periods were scheduled in the library for the entire group. An assigned list

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# Civics and History at the Registry of Deeds

Edna M. McGlynn

**M**ANY resources for the teaching of history and civics are often overlooked even by the most enthusiastic and conscientious of teachers. The county registry of deeds is such a resource.

The average citizen's impression of a registry of deeds is that of a place restricted to lawyers who trace deeds at the time of the transfer of property. The idea of checking on a neighbor's deed or the record of a neighbor's mortgage or attachment seems to the citizen to be an unwarranted searching for skeletons in his neighbor's closet. It never occurs to him that the registry, a county institution for which he pays taxes, is not only a safe depository for copies of deeds, and hence an institution to safeguard the public welfare, but also a public library to which he has access without restriction. The average registry is even a valuable source of materials for anyone who wishes to do research work in the local history of the community in which the registry is located.

What follows is an account of the way in which students at the State Teachers College at Salem, Massachusetts, make use of the Essex County Registry of Deeds located in Salem. This procedure can be adapted for use in any college or for use by senior high school students of American history. Since customs and laws do vary somewhat from state to state, local regulations should be checked and the assignment adjusted accordingly.

## THE ASSIGNMENT

**S**TUDENTS are given detailed instructions for the use of the registry of deeds at Salem, as follows:

1. The first thing that is necessary is that you have the exact name of the owner of a piece

of property and the date (that is the year) of the purchase of the property. In Essex County most of the deeds are recorded in Salem. Those around Lawrence are recorded in that city; all others for the county are recorded in Salem; hence most of you will visit the registry at Salem and follow the directions now given. If any of you wish to look up a family deed in Suffolk County, you may go to the registry at Scollay Square in Boston; or, if any of you wish to look up a Middlesex deed, you may go to the registry at Lechmere Square in Cambridge. But those of you who go to Boston, Cambridge, or Lawrence will have to get help from the clerks there before you start to work. These directions for the Salem registry may not apply exactly in every instance.

2. The Essex County Registry of Deeds at Salem is on Federal Street near the corner of Washington. Enter the main door, pass the desk at your right, and proceed to the bookcase just beyond the desk. (If at any point you become confused, go back to the desk. The clerks will help you just as a librarian would. Your conduct must be the same as it would be in a library.) From the back side of the bookcase, take the index volume which has on its binding the date of the purchase of your piece of property. The names of the owners are listed alphabetically. Find your name. After your name there will be two sets of numbers, the first being the volume, the second the page number.
3. Now look for the volume where your deed is recorded in the stacks on the opposite side of the hall. The high numbers, for the twentieth century, are at the back of the hall; the low numbers, starting in the 1630's, are at the front near the entrance.
4. Read your deed. Note anything about the deed that you consider curious. Note the name of the person who sold you the property, and find out where his deed is recorded.
5. Read the deed of the person who sold you the

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property, and then find the deed of the person who sold it to him. You need only trace the property for these three steps, but if you become interested you will find it possible in many cases to go back to the original deed in the 1630's. You may unearth some fascinating story about the property you own.

6. When you have finished checking your deeds, find the blueprint for your property. The blueprints are arranged according to city and ward, and are in the section of the hall directly behind the bookcase where the indices are.
7. Now see if there has been a mortgage or attachment on your property within the past ten years. The records of mortgages and attachments are in the same bookcase that you have been using, but are on the side toward the desk. The records of mortgages and attachments take little room, so you will find them all in the one bookcase by looking alphabetically, as you would expect, through the books with the dates on the binding.
8. Next, you will compare the type of deeds used in the 1800's, the 1700's, and the 1600's. You have already seen one or two neatly typed deeds typical of the twentieth century. Now take out any deed at all from a bookcase which contains late nineteenth century deeds; note that the deeds are written in a vertical script. Then take out any deed for the mid-eighteenth century; see if the handwriting looks like that of Thomas Jefferson in the Declaration of Independence. Next, take any deed for the seventeenth century. Can you read it? Are any of the letters strangely formed? Is the spelling orthodox? Do you find the same word spelled differently within the same deed?
9. On your way out, stop at the desk in groups of four or five and ask for two things: Ask to see the very old and valuable first volume of deeds, which is kept in the safe. This first volume contains the original deeds given to the settlers in the Massachusetts Bay Colony at Salem. After you have examined this very early American record, ask to see the stamp which is used on each deed as soon as it is brought into the registry. Find out why so much care is taken to have the exact time of the arrival of the deed recorded.

#### STUDENT REACTION

**S**TUDENTS rarely have any difficulty in locating the required materials. Occasionally, when a deed has been through a land court,

the student will come to a dead end and require help from the clerks, who are always most gracious. Nearly all of the students look up either a deed for property belonging to a parent or a near relative, or a deed for the house in which they live. Most of them find sufficient matter of interest so that they trace the deed much further than the three required steps, and they come into class full of information and bursting with questions. The questions commonly run like this:

1. What does the index book mean when it says "John Jones et ux Mary Jones"? What is the "et ux"?
2. One of my deeds said that the property was sold for one dollar and other considerations. What other considerations could there be, and why?
3. What is "in fee simple"?
4. Some of my deeds said "and the buildings thereon," and other deeds said nothing about buildings. Did that indicate when the house was built? Is the deed for the house or for the land?
5. There are stamps on the deeds. What are they for? Are they like the stamp tax that was a cause of the American Revolution?
6. What is an "abuttal"?

**A**NSWERING the questions that grow out of this exercise in looking up deeds involves a considerable amount of general explanation: of common law in regard to land, of probate and land courts, of American history and customs, and of methods of historical research. In addition to this general information, the students also discover items about their family history and the history of their property which amaze them.

One girl announced recently, "I found out that my name is Welch, not Walsh. It's Welch on all the deeds. I went right home to my grandfather and asked him about it. He says it has always been pronounced Walsh, but some immigration official a century ago spelled it Welch by mistake, and the family let it go that way even on the deeds."

Another girl had the same experience. "Under Johnson it says, 'see Jönson'!" Few people are aware of the extent to which Anglicization of names has been common to American life, even in New England. A trip to the registry of deeds makes the situation quite apparent.

Other students were amazed at the changes in sale price from deed to deed—changes which are

often, of course, indicative of periods of inflation or depression. One veteran discovered that his house had sold for \$4500 twenty years ago, for \$6500 ten years ago, in comparison with the \$10,500 he had paid for it three years ago. Another student discovered that her property was once part of a large farm which was near what is now the heart of Lynn, Massachusetts. The buyer broke it up into house lots, selling them one by one, disposing of the farm house itself finally for \$1400. "No wonder the buyer's descendants are wealthy," commented the student.

The students were also surprised at the casualness with which the old boundaries were designated. "Bounded on the north by Stratton's barn," said one deed; "North to the lilac bush," said another; "West to the well"; and "north-east to the oak tree," yet another.

Sometimes the students themselves were able to detect a flaw in the title. One student came back with this story: "I found that the man who sold the property to my father owned it jointly with a brother. The brother went to sea and

never returned. It says right there in the deed that one-half of the property still belongs to the brother if he or his heirs ever appear. I questioned my father about it: he knows he does not have a clear title."

At one time or another, many of the students have found that their homes were once parts of farms which belonged to famous families, such as the Conants, the Endicotts, the Peabody's, the Hales, and others whose names are well known in American history. They found that in many cases the early transfers were sheer barter, with land being exchanged for cattle and other livestock, leather goods, tobacco, molasses, or rum.

**T**O complete this assignment normally requires twenty minutes for the original instructions, one hour at the registry, and one hour for class discussion of the questions arising from the trip. The assignment has now been given at Salem State Teachers College to three divisions yearly for the past twelve years, with consistently satisfactory results.

## TEACHING CURRENT EVENTS

(Continued from page 332)

of magazine articles was provided from which they selected subjects that interested them. This helped to acquaint pupils with magazines they were not in the habit of reading. Gradually they read more of such material voluntarily and quoted it in their discussion periods.

**T**OWARD the end of the year pupils were asked to give their evaluation of this phase of the work. Most pupils were enthusiastic about recommending that the practice continue the following year. Some of the comments reveal different facets of their thinking. "I liked it because I had a good chance to refute someone's argument. Under the old plan, it was always my luck that the teacher called on someone else. Here I could speak right out. . . . The discussion was just that, instead of question and answer. . . . I liked the informal atmosphere. Raising my hand to be called on detracted from my interest so I was glad when we stopped that. . . . Because we all sat in a circle with a more friendly atmosphere I found it easier to overcome shy-

ness. . . . It did not seem like school, but was more like a group of adults or something. . . . The period did not seem long enough most times. I usually continued the discussion at home with my family." One shy girl reported: "I had trouble to talk in this type of lesson because someone else always started to talk before I could get the courage to express my opinion or tell what I had read."

Perhaps the thing that pleased the teacher most was the occasion when she was absent from school on the current problems day and the substitute reported that he offered them a study period. The children said, "But can't we form our circle and have our usual discussion?" The substitute agreed and the pupils took over and proceeded with such interest and efficiency that the substitute teacher felt called upon to commend them in his report to the regular teacher. Visitors to the class have commented on the surprising facility with which they handle current material. At any rate the results seemed to warrant continued work of this nature.



# The Pacific Area in American History Textbooks

J. Wade Caruthers

ROBERT LYND and Walter Lippmann remind us that Americans live by mental images and are content with a degree of political and economic naïveté incompatible with the realities of modern life. We confuse cause and results and are often led to faulty conclusions based on too-obvious evidence. Fred Harvey Harrington, speaking at the 1950 meeting of the National Council for the Social Studies, pointed out that it was the nature of American politics and the organization of social education that may, in part, be responsible.<sup>1</sup>

Professor Harrington observed that Americans lack a clear concept of their role in world affairs because they are unable to take a long-range view on public questions. Lacking historical perspective, Americans fail to see the interaction of economic, political, and military aspects of public questions. A low level of understanding, therefore, is reflected in the political debates which often confuse rather than clarify the issues at stake.

Accepting and understanding the implications of America's reluctantly-assumed role of world leadership is the responsibility of enlightened citizenship. We accept this as an imperative of the 1950's. If we also accept the Lynd-Lippmann indictment of the American mind, along with Professor Harrington's picture of the myopic American, there is something that can be done by reinterpreting the facts of history and retracing the lineaments of our past.

## NEED FOR HISTORICAL REINTERPRETATION

IT is a truism that each generation must write its own history. Colonial antecedents receive less emphasis as that period becomes more distant. The treatment of the Revolutionary War

has become more objective since England and the United States have found a common cause in the realm of international politics. The closing of the frontier has resulted in a more unified and scientific study of the process of westward expansion. The abuses of big business and a worldwide depression have encouraged a closer study of the history of reform, government regulation, and the rise of the labor movement. More emphasis has been given lately to the history of American social thought. Recent interest in world federalism and the foreign challenge to political democracy have directed anxious attention to the American development of constitutional government. The precedent of two wars in an increasingly interdependent world, followed by the new challenge of atomic energy, has thrown historic American problems into a world setting. Problems, such as tariff rates, civil rights, and an unstable economy—once thought to be purely domestic concerns—are now recognized as having international implications. Isolation has been abandoned, and for it has been substituted an unprecedented degree of active participation in world affairs in both hemispheres.

The time is propitious for a reexamination of American Pacific orientation. That does not imply that American interest in the Pacific has superseded European relations in importance. American interests can not be so limited. It is maintained, however, that our national history, as it is presented in general surveys, has been too confined to an Atlantic and continental orientation. The influence of the Pacific Ocean on American history needs to be more closely examined for the benefit of school and college history texts.

World War II and the situation in the Pacific since 1945 have aroused considerable scholarly interest in this area. Newer emphasis on the in-

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<sup>1</sup> Fred Harvey Harrington, "The Role of the United States in Foreign Affairs," *Social Education* 15:53-55; February 1951.

fluence of trade as antecedents of policy and expansion in the Pacific have resulted in a number of volumes on Hawaii, China, the Northwest, California, and Japan, but an examination of books for college courses shows very little influence of the newer interpretations of Pacific Ocean history.<sup>2</sup>

#### TREATMENT OF SUBJECT IN COLLEGE HISTORIES

AN examination was made of characteristic types of college histories based upon the adequacy with which each of them treated the following generalizations: (1) China trade was important not only as an independent form of commercial activity but for a background of American policy toward China. (2) The first official interest in the northwest coast and legal claims upon the area grew out of maritime contacts in advance of the overland migrations. (3) Officials recognized the importance of California as a foothold on the sea, as shown in early attempts to purchase it; American trade to the coast brought in Americans who dominated the commercial life of the province for a decade before the Gold Rush. (4) Hawaii, a stopping place in the China trade, had close ties with the United States from the time of the first voyage to China. As a result, the extension of the American frontier to the Pacific and the ultimate annexation of Hawaii were almost inevitable. (5) There was a close relationship between the activities of the whale vessels in the northwestern Pacific, the growth of the China trade, and the opening of Japan.

The college-level surveys chosen for analysis were selected from a body of information written for the majority of students in American history who study the subject, perhaps for the last time, at the general education level of the lower division of college. Works taken for analysis were those that profess to be general, comprehensive histories. In so far as possible, books with recent publication or revision dates were selected. Four different types were examined for their treatment and coverage of the subject of this study: economic history textbooks, general histories of the westward movement, (general) survey textbooks, and source books.

In general it can be said that the texts and source books deal in an inadequate and dis-

jointed way with the maritime antecedents of the annexation of Oregon, California, and Hawaii, and the policy toward China and Japan. They deal with each aspect as if it were an isolated area. Seldom, and then only inadequately, do they point out that the interdependent trade in the Pacific since 1784 laid the foundation of American policy, and that in a brief eleven years (1844-1855) either consummated or made articulate this policy in Hawaii, China, Oregon, California, and Japan. Usually, they present imperialism as a sudden, unprecedented American policy, developed after 1898. They generally omit background material for understanding the long-range aims of American policy in relation to China, Japan, Russia, and Spain in the Pacific. On the basis of the arrangement and amount of information concerning the background of America in the Pacific, a student would have difficulty answering such questions as: What was the basis of American imperialism in 1898? or Why did World War II start, for the United States, in the Pacific?

American expansion, as developed in most of the books examined, is put in no larger framework than continental development. Hawaii, as an American frontier, is generally left out, and the governmental policies that secured the Pacific coast for the overland advance are not explained in world-wide terms—which include the activity of great powers in the entire Pacific from 1784 until the acquisition of California and other Southwestern territory in 1848.

#### NEED FOR A UNIFIED VIEW OF THE SUBJECT

THE Pacific Ocean influences on American policies of westward and overseas expansion and on policies toward China and Japan is a broad field of study that affords the student the opportunity to see the continuity and interaction of historical forces. It is known that it was the quest for a medium of exchange in Canton after 1785 that sent American ships into the Pacific. Their wanderings took Americans to the northwest coast for furs, to the Mexican province of California for cowhides and Spanish silver specie, and to the Hawaiian Island for sandalwood logs. As whaling vessels began cruising the Pacific after 1820, American contacts were reinforced in many of the areas—particularly in Hawaii, California, and in the Japanese Islands of the northwestern Pacific.

As a result of explorations and commercial contacts, a maritime frontier was established on the Pacific coast and in the Hawaiian Islands

<sup>2</sup> Herbert J. Wood. "The Far East in World History." *Social Education* 15:155-59; April 1951. The author stresses the inadequate treatment of Asian history as it relates to the development of world civilization.

which aroused official interest in placing American claims upon the area that would eventually become the Oregon Territory. The seaward advances to the Pacific coast and Hawaii preceded and encouraged the overland migration. Both aspects of American expansion can be considered complementary parts.

Increased activities of American whalers after 1820 focused official American attention upon the isolated kingdom of Japan. Due, in part, to American commercial and diplomatic pressure before 1860, Japan shook off her medieval lethargy and soon emerged as a world power to challenge the position of America in the Pacific.

**W**HILE the United States vessels were making important contacts along the Pacific coast, in Hawaii, in Alaska, and among South Sea Islands, a long-enduring and fairly consistent policy was developing in regard to China. As early as the 1840's the desire for commercial gain in the face of foreign rivalry, particularly of England and France, convinced a limited number of merchants and Department of State officials that the United States should insist upon equal commercial opportunities in China and should work cooperatively with other nations to maintain some semblance of Chinese sovereignty. This was thought by American officials to be advantageous to the commercial interests of all nations engaged in the China trade. This policy, later known as the Open Door policy, was the key to American diplomacy in Asia until 1945. Since then, in a modified form, it has been the chief concern of the United Nations.

#### SUGGESTED IMPROVEMENTS

**A**MORE fundamental background of American Pacific orientation can be presented in the general texts and source books without adding appreciably to their already impressive size. One improvement can be made by a simple rearrangement of the basic facts. The history of the fur trade can be sketched briefly, as it is in a few of the texts, and presented as background for the Oregon boundary settlement and the beginnings of the frontier in Hawaii. Whaling can be described in relation to the policy toward Japan. The same treatment can be made with

the Canton trade or the hide and tallow trade of California. These branches of commerce can be developed in a unified structure with direct allusions to their interdependence and their impact on American policy toward the areas affected. In the majority of the books analyzed, Pacific trade is summarized in isolated places and presented only as a form of economic activity. In other parts of the books, official acts, such as the stating of the Monroe Doctrine or the signing of the Treaty of Wanghai, are described as isolated political activities. The lack of background made these important steps incomprehensible.

Another possible method of building understanding of American Pacific development is, of course, a fuller presentation of relevant subject matter. This could be developed as a separate section which would include more of the factual background and some of the generalizations from the newer works on the Pacific since 1945, but with less detail.

**I**N SUMMARY, an examination of material for college students on the American Pacific influences in textbooks reveals an urgent need for more adequate coverage of important aspects of expansion and foreign policy. In the light of the information brought together for us by scholars concerned with Pacific Ocean influences and a comparative analysis with the college texts and sources, it is felt that accounts, necessarily of a comprehensive nature, written for students at the general-education level, should provide:

1. More antecedents and fuller backgrounds of the policies applied to the Pacific area.
2. More continuity in the presentation of relevant facts.
3. More adequate synthesis, showing the relationships of maritime activity to expansion and foreign policy.
4. More maps, pictures, and charts to aid in building understanding of the Pacific Ocean development of America.
5. An intelligent appreciation of the accomplishments of key personalities involved in the American Pacific advance.
6. Guides to further reading, beyond general maritime histories, in the subject of Pacific Ocean influences in American history.



# Notes and News

## Contributing Members

Since the last listing in the March 1951 issue of *Social Education*, the National Council for the Social Studies has received a number of additional contributing memberships. A contributing membership at \$10 per year includes a subscription to *Social Education*, a clothbound copy of the Yearbook, a copy of each bulletin, curriculum series, and pamphlet published by the National Council during the year of membership, and free registration at the annual meeting. These members make a valuable contribution to our profession and to the National Council through their added financial support. At the same time they assure themselves of automatically receiving every publication of the National Council as soon as it is available. The officers of the National Council take this means of thanking them for their help. Included here are contributing memberships received through September 13.

With their current renewal, the following have held contributing memberships for the past *nine* years: Howard R. Anderson, Elmer Ellis, George Hodgkins, Viola Peterson, Clifton B. Worthen.

Contributing members for the past *eight* years: Julia Emery, Robert E. Keohane, Ethel M. Ray, Richard Thursfield, Ruth West, Mary C. Wilson, Fremont P. Wirth.

Contributing members for the past *seven* years: Gail Farber, Mildred Goshow, Ethel J. Powell, Robena Pringle, Verna White.

Contributing members for the past *six* years: Julian C. Aldrich, W. Lester Carver, Dorothy McClure Fraser, John T. Greenan, R. O. Hughes, Loretta Klee, Myrtle Roberts, Alice Spieseke.

Contributing members for the past *five* years: W. Francis English, W. Kenneth Fulkerson, Leah Hess, Leonard S. Kenworthy, F. J. McMahon, Redlands University, Edith E. Starratt, Lewis Paul Todd, Howard White.

Contributing members for the past *four* years: Jack Allen, Mamie L. Anderzohn, Jacob P. Arneth, Clara Carlson, William H. Cartwright, John Hamburg, Hargreaves Library, Caroline E. E. Hartwig, Margaret F. Hill, Howard University, Robert LaFollette, Professional Library (Nashville, Tenn.), Seton Hall Library, Gladys Webber, Edith West, J. Richard Wilmuth, E. Eloise Wright.

Contributing members for the past *three* years: Lincoln F. Baar, Henrietta Fernitz, Dorothy Griffith, R. M. Harvey, Anna L. Hull, Murray (Ky.) STC, Gene M. Ramage, Row Peterson & Company, Stevens Point (Wis.) STC, University of California (Berkeley), Williamantic (Conn.) STC, Pearl E. Yost.

Contributing members for the past *two* years: Henry Borger, Emerson Brown, Raul Chibas, Elmer Dean, Anna duPerier, Clarence A. Hollister, Stella Kern, Pauline D. Knobbs, J. E. Koontz, Joachim Matthesius, Mrs. Ollie C. Merrill, Mary L. Moore, C. J. Reynolds, Robert J. Schaefer, J. R. Skretting.

New contributing members: Elsie Beck, Robert Bliss, Catharine M. Broderick, Brother H. Richard, Peter N. Coffin, William Fink, M. B. Fleming, Glenridge School, James M. Hutchison, James W. Jacobs, Raymond Lussenhop, E. F. McKee, Frank McKosky, James Mitchell, Maurice P. Moffatt, Ethel T. Overby, Mildred Russell, William J. Shorrock, Owen D. Wiggans, Howard Wilson, Elizabeth Zachari.

## Nominations for NCSS Officers

The election of officers for 1952 in the National Council for the Social Studies will be held at the 31st Annual Meeting of the Council in Detroit, November 23.

All NCSS members are urged to participate in the election and also to send *at once* nominations for officers to any of the following members of the nominating committee:

Jonathon McLendon (chm), University of Alabama  
W. Linwood Chase, School of Education, Boston Univ.  
Howard Cummings, U. S. Office of Education  
Burr W. Phillips, University of Wisconsin  
I. James Quillen, Stanford University  
Edith West, High School, University of Minnesota

Your nominating committee needs your assistance. In suggesting names, please submit a brief biographical sketch of your nominee and indicate why you believe the person you suggest would make a good officer. Offices to be filled by election at the Detroit meeting are: president, first vice-president, second vice-president, and three members of the Board of Directors for three-year terms.

### Southern California

The spring meeting of the Southern California Social Science Association was held at Claremont Men's College on March 31. After a tour of the campus and the business meeting, there was a forum discussion on "inflation" led by Kephias A. Kinsman, Long Beach State College. This was followed by a general session and discussion on foreign affairs at which J. Anton de Haas spoke on "The Price of Peace." V.B.L.

### Connecticut

The Connecticut Social Studies Teachers Association and the Education Department of the University of Connecticut sponsored a highly successful meeting May 10 at the University. Urbane O. Hennen, Department of Education, University of Connecticut, was the general chairman for the meeting, assisted by Victor E. Pitkin, Consultant on Citizenship, Connecticut Department of Education, and Miss Ruth O. M. Andersen, Norwich Free Academy, Norwich.

S. P. McCutchen, chairman, Social Studies Department, New York University, was the speaker. He discussed various crises in history, calling attention to the fact that with each crisis a revolution of one kind or another took place. We are again confronted by a crisis and the central task of the social studies teacher is to help students to deal with the tasks which they and we face. Only as their intelligence is trained . . . can one develop any optimism for the future."

After Dr. McCutchen's discussion the group drew up a list of suggestions which would help teachers to solve the problems posed by the speaker. Plans are now being made for a follow-up meeting. R.O.M.A.

### Middle States Council

The middle States Council for the Social Studies will meet on December 7 and 8 at the Essex House in Newark, New Jersey. The theme for their 1951-52 program is "Social Scientists at Work: Recent Studies of Man and Society."

At the Newark meeting Eric Goldman, Princeton University, will discuss recent developments in United States history; Brewster Smith, Vassar, will deal with developments in social psychology; and Ethel Alpenfels, New York University, will discuss trends in anthropology. Stuart Chase will address the Saturday luncheon general session on "Roads to Agreement."

Panels will be conducted Friday afternoon and

Saturday morning on the teaching of United States history, and on the development of human relations at the elementary, secondary, and college levels. Chairmen include Muriel Crosby and Hannah Cayton; Ruth Hayre and Harry Bard; and Samuel Everett and Richard McCormick.

This meeting is being held in conjunction with the New Jersey Council for the Social Studies. Leonard Kenworthy is President of the Middle States Council and Moe Frankel of the New Jersey Council. All interested social studies teachers are invited to this two-day meeting. Correspondence regarding the program should be mailed to the local arrangements chairman, Mr. Moe Frankel, Clifford J. Scott High School, East Orange, New Jersey. L.K.

### New Councils Planned

Word has been received about four new social studies councils that are being planned and whose organization it is hoped will develop fully this year. In New Hampshire a state organization is on the way with plans for two or more regional groups. John Shaw of Concord writes that these regional groups will be united in a central committee that will plan an annual meeting.

Paul W. Morrison, State Teachers College, Minot, North Dakota, writes that a group of teachers there is interested in organizing a state council for social studies. Pennsylvania which has a number of regional groups is working on plans for developing a state council that will work with the established regional groups and help them in a coordinated effort as they work on their problems in that state. John R. Sahli is now president of the Social Studies Section of the Pennsylvania State Education Association. A new regional group is being organized in the panhandle region of West Virginia and the counties in that area will work together under the chairmanship of Martha Rinehart of Wheeling. This regional group will be affiliated with the West Virginia Council of which Mrs. Mary Elkins McGhee is currently president.

In Kentucky an effort is being made to reactivate the Kentucky Council for the Social Studies which has been dormant in recent years. Elizabeth D. Zachari writes of possible plans to tie in the work of the Kentucky Council with the Kentucky Academy of Social Sciences and having a live functioning group concerned with the problems of Kentucky social studies teachers.

# The National Council at Detroit

Merrill F. Hartshorn

**T**HE Thirty-first Annual Meeting of the National Council for the Social Studies will be held in Detroit, Michigan, November 22-24. The Hotel Statler will serve as headquarters and will house the exhibit of social studies materials and all meetings. The complete program, including reservation blanks for tours, luncheons, and banquet will be mailed to all current NCSS members by November 1.

Plan now to attend this important meeting of your professional organization. All social studies teachers, administrators, and other interested individuals are cordially invited to attend. Help make this meeting a success by attending and participating in the program and by encouraging your colleagues to join with you. You will receive inspiration and help on many problems. You will have an opportunity to meet and talk with other leaders in the social studies.

Julian C. Aldrich, program chairman, has done an excellent job of building a program to meet the varied interests of social studies teachers at all grade levels. Robert D. Wyatt, Detroit Public Schools, is chairman of local arrangements.

## THURSDAY, NOVEMBER 22, 1951

Registration will begin at 10:00 A.M. on the mezzanine floor of the Hotel Statler. At the same time the extensive exhibit of educational materials will be opened. Leading publishers of a wide variety of social studies materials and teaching aids will be represented in the exhibit.

At 4:00 P.M. there will be a reception given by the local group with the cooperation of the Detroit Historical Museum. Everyone attending the meeting is cordially invited to this social affair with activities planned to give all an enjoyable time.

At 8:00 P.M. the first general session will open with Professor T. V. Smith of Syracuse University speaking on "Ideas That Have Made America," and Ernest O. Melby, Dean of the School of Education, New York University, speaking on the subject "American Schools Must Deal With Ideas."

## FRIDAY, NOVEMBER 23, 1951

From 9:00 A.M. to 11:00 A.M. and again from 2:30 P.M. to 4:30 P.M. there will be twelve

section meetings arranged as integrated sessions. This will give more time for the consideration of each of the twelve important topics that have been selected for discussion. Six of the sections will deal with content areas: World History, American History, Economic Problems, Political Problems, Social Problems, and Social-Geographic Problems. Six will deal with social studies curriculum, methods and materials at different grade levels: Primary, Intermediate, Junior High, Senior High, Junior College and Lower Division, and the 14-Year Program.

Outstanding social scientists and social studies teachers will participate in these section meetings. The sessions on Political Problems are joint meetings with the American Political Science Association; those on Social Problems are joint meetings with the American Sociological Society; and the sections on Social-Geographic Problems are joint meetings with the National Council of Geography Teachers.

At 11:15 A.M. the second general session will be held. This will be the Annual NCSS Business Meeting with reports from officers, standing committees, and election of new officers.

From 12:30 to 2:15 P.M. there will be six luncheon meetings on the following topics: "Is Our Government Properly Organized for Great Power Politics?", "Unesco 1951 Seminar on the Teaching of History," "250 Years of Detroit History," "Nothing But Prairie and Sky," "Atlantic Union Now" and "Developing Moral and Spiritual Values Through Social Studies Teaching."

The banquet (dress optional) will be held at 7:30 P.M. with Raymond Miller of Wayne University serving as toastmaster. Senator Blair Moody, former Washington correspondent and now United States Senator from Michigan (replacing the late Senator Vandenberg), will give the main address on "The Survival of American Freedoms." After Senator Moody's talk, there will be square dancing with the music of the Greenfield Village Players.

## SATURDAY, NOVEMBER 24, 1951

From 7:30 A.M. to 8:45 A.M. there will be three breakfast meetings: Officers of Regional,



State, and Local Councils; Editors of Regional, State, and Local Council publications; and the Iowa Council for the Social Studies.

From 9:15 A.M. to 10:30 A.M. the fourth general session will be held at which Myrtle Roberts, Dallas, Texas, will make the presidential address. This will be followed by the presentation of the 1951 Yearbook *Education for Democratic Citizenship* by Ryland Crary, Teachers College, Columbia University.

The final group of section meetings will be held from 10:45 A.M. to 12:15 P.M. These sessions will deal with significant problems in social studies teaching. Topics for these sessions include: "The Teacher of the Social Studies (1952 Yearbook)," "Developing Social Studies Skills," "The Administrator and Controversial Issues," "The Student Council and Citizenship Education," "Social Studies and Mobilization for Defense," "The Place of Business-Sponsored Materials in the Social Studies Classroom," "The Teaching of Local History," "The Interchange of Students for Community Study," and "What Shall We Teach About Communism?"

The fifth general session at 12:30 P.M. will be a luncheon meeting dealing with the topic "Economic Problems and Issues in a Defense Economy." Two outstanding economists will address the meeting—Marion B. Folsom, treasurer, Eastman Kodak Company and Chairman of the Board of Trustees of the Committee for Economic Development, who will present the point of view of business; and Boris Shishkin, economist for the American Federation of Labor, who will present the point of view of labor.

The sixth general session at 2:30 P.M. will be the final meeting. The NCSS Audio-Visual Committee will hold an open meeting under the chairmanship of William H. Hartley. There will be a demonstration and discussion on "What's New in Audio-Visual Material for the Social Studies?"

#### TOURS

Complete information about available tours may be obtained from the information desk on arrival. There will be one organized tour for which pre-registration is required. That is a visit to Henry Ford's collection at the Edison Institute on Friday afternoon. Charge for admission to the museum has been waived for National Council members, but there will be a \$1.00 charge for bus transportation. Reservation blanks for this tour will be mailed with the program.

#### SCHOOL VISITS

Detroit and the metropolitan communities

invite you to visit their schools. Anyone wishing to visit elementary, junior high, senior high classes in public, private and parochial schools before or after the Annual Meeting of the National Council is cordially invited to do so.

It is requested, however, that those persons interested in going to schools note specifically the type of school and grade level which they would like to visit. In making arrangements please address all communications to Elsie M. Beck, Director of Social Studies, Detroit Public Schools, 467 West Hancock, Detroit 1, Michigan, before November 9.

#### GENERAL INFORMATION

**Hotel.** The Hotel Statler, the official convention headquarters, will house the exhibit and all meetings. Room reservations should be made by writing directly to the Hotel Statler, attention Mr. Hugh McKerney, stating that you are planning to attend the NCSS meeting. Rates on rooms are: single \$4.50 to \$12; double \$8 to \$12; twin bedded \$8.50 to \$14.

**Advance Reservations,** with remittance enclosed should be made for all luncheon and banquet tickets. Prices are \$4.75 for the banquet and \$3 for luncheons (tip and tax included). Reservation blanks will be mailed with the program sent NCSS members.

**Registration.** Everyone who attends the Thirty-first Annual Meeting, or any part of it, is asked to register. National Council members may register without the payment of any fee. To facilitate registration, members are asked to present the registration card sent them with their program. College students, certified as such by their instructor, will be registered for 35 cents. Other non-members may register for the entire convention for \$1.

**Exhibits.** The exhibits have always been one of the most highly rated features of the convention. Practically all major companies producing materials—textbooks, maps, and globes, charts, audio-visual aids, current events publications, and other teaching aids—used in social studies classrooms will have their materials on display. It will be the largest and most complete collection of social studies materials that will be assembled anywhere this year. You will want to take advantage of this opportunity to examine this timely collection of social studies materials.

**Further information** about the meeting may be obtained by writing to the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6, D.C.

# Pamphlets and Government Publications

Ralph A. Brown

## Loyal and Free?

*Loyalty, Security, and Freedom* is No. 4, Vol. II, of the Public Affairs Abstracts issued by Library of Congress, Washington 25. A year's subscription to the *Abstracts* costs \$5.75. This particular publication costs 30 cents. Abstracts of more than 30 pamphlets, magazine articles, and government reports are preceded by an introduction of two pages in which "the problem," "the background," and "the current situation" are presented. There is also a five-page "History of the Control of Subversive Activities in the United States." Teachers working with current problems of loyalty, communism, or civil rights will find this a useful guide.

## International Labor

An interesting survey of the international labor situation between 1927 and 1947 is found in Arthur M. Ross and Donald Irwin's *Strike Experience in Five Countries, 1927-1947: An Interpretation*. The countries surveyed are Australia, Canada, Great Britain, Sweden, and the United States. Free copies may be secured from the Institute of Industrial Relations, Berkeley, California.

## Help for Teachers

Teachers who wish to build their own list of sources for pamphlet material will welcome Charles E. Read and Samuel Marble, *Guide to Public Affairs Organizations; with Notes on Public Affairs Informational Materials* (Washington: Public Affairs Press. \$2.00).

## Puerto Rico

Puerto Rico's efforts to overcome unemployment and low standards of living provide a useful guide to business and government leaders in both low-income and high-income countries, according to Stuart Chase in *Operation Bootstrap*, an NPA Planning Pamphlet (800 21st St., N.W., Washington 6. \$1.00).

## Atomic Energy

An important addition to our thinking about atomic energy, and one largely outside the realm of pure controversy, has been made by Robert A.

Dahl and Ralph S. Brown, Jr., in *Domestic Control of Atomic Energy*, a Social Science Research Council booklet (230 Park Ave., New York 17. \$1.00).

## Australia

The following publications are free. Well-illustrated, varied in content, and useful to the classroom teacher, they may be secured from the Australian News and Information Bureau, 636 Fifth Avenue, New York 20.

*A Look at Australia*. 30 p.

*Australia*. A quarterly magazine.

*Australia at a Glance*. 15 p.

*Australia, Where the Tropics Meet the Snow*. Folder.

*Education in Australia*. 32 p.

*Flora, Fauna, Birds, Animals, Trees and Fishes of Australia*. 24 p.

Jerrine Mote, *Australia, A Geographic and Social Reference: A Course of Study for Intermediate Grades*.

*Know Australia*. 82 p.

*Maps of Australia*. Series of 12 maps.

*South-West Pacific*. 66 p.

*Travel to Australia*. Folder.

## Against Conscription

The National Council Against Conscription, 1013 18th St., Washington 6, has published a highly prejudiced but interesting booklet titled *The Road to War, 1945-1951*. Illustrated with a series of cartoons, the 29-page pamphlet sells for 25 cents.

## Your Pupil and Television

The September issue of *The Platform* (Newsweek's Club and Educational Bureau, 152 West 42nd St., New York 18. 25 cents) is devoted to a problem that concerns millions of American parents and many teachers, "The Television Revolution."

## A New Publication

Readers of this department may be interested in a small magazine called *Schools and Better Living*. The announced purpose is to describe projects and programs which have value for the solution of life problems and to tell how they were evolved and carried out and with what results. For further information, write to Richmond Page, 40 Church St., Winchester, Mass.

## Material On Point Four and European Recovery

American Arbitration Association, 9 Rockefeller Plaza, New York 20.

*Foreign Trade Arbitration Clauses and Services.* 9 p.; free.

American Association of University Women, 1634 Eye St., N.W., Washington 6.

*World Economy and Peace: A Study Guide.* By Maxine S. Woolston. 30 p.; 25 cents.

American Philosophical Society, Independence Square, Philadelphia 6.

*Problems of Development of Densely Settled Areas and Scientific Possibilities for Increasing the World's Food Supply. Proceedings.* Volume 95, No. 1. 91 p.; \$1.00.

American Institute of Pacific Relations, 1 East 54th St., New York 22.

"Point Four and the Will to Reform." By Willard Espy. From *Far Eastern Survey* (March 7, 1951). 25 cents.

Brookings Institution, 722 Jackson Place, Washington 6.

*Current Issues in Foreign Economic Assistance.* 100 p.; \$1.00.

Committee for Economic Development, 444 Madison Ave., New York 22.

*Economic Aspects of North Atlantic Security.* 43 p.; free.

Committee on International Economic Policy, 405 West 117th St., New York 27.

*International Commodity Agreements: Hope, Illusion, or Menace?* By Joseph S. Davis. 92 p.; 10 cents.

Economic Cooperation Administration, Washington 25. Write to Acting Director Keith A. Botterud, Division of Public Liaison, Office of Information.

*The Marshall Plan: A Work Kit for Organizations and Speakers.* Contains a dozen or more pamphlets and reprints. Free.

Foreign Policy Association, 22 East 38th St., New York 16.

*Italy.* By Massimo Salvadori. 63 p.; 35 cents.

Institute of Industrial Relations, University of California, Los Angeles 24.

*Credit Controls and Fiscal Policy.* By J. Fred Weston. 16 p.; free.

Manhattan Publishing Co., 225 Lafayette St., New York 12.

*The Puzzle of Food and People.* By Anabel Williams-Ellis. Especially prepared for ages 10-14. 60 cents.

*Food and Social Progress.* By Andre Mayer. 24 p.; 60 cents.

*Food, Soil and People.* By Charles E. Kellogg. 64 p.; 60 cents.

National Planning Association, 800 21 St., N.W., Washington 6.

*Making Western Europe Defensible.* By Theodore Geiger and H. van B. Cleveland. 85 p.; \$1.00.

*The Five Percent.* By Beardsley Ruml and Theodore Geiger. 20 p.; 50 cents.

"Operation Bootstrap" in Puerto Rico. By Stuart Chase. 70 p.; \$1.00.

Public Affairs Committee, Inc., 22 East 38th St., New York 16.

*America's Stake in World Trade.* By Gloria Waldron and Norman S. Buchanan. 32 p.; 20 cents.

Social Science Research Council, 230 Park Ave., New York 17.

*Domestic Control of Atomic Energy.* By Robert A. Dahl. 115 p.; free.

U. S. Department of State, Washington 25. Free publications may be obtained by writing directly to the above address. Those for which a price is given should be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25.

*The Mutual Security Program.* Message on foreign aid transmitted by the President to the Congress on May 24, 1951. Department of State Publication 4236. 36 p.; free.

*Understanding the Schuman Plan: Background.* 4 p.; 5 cents.

*A Global Foreign Policy.* Department of State Publication 4277. free.

James Simonsian, *Economic, Social, and Cultural Provisions in the Human Rights Covenant.* Department of State Publication 4307. 12 p.; free.

*Technical Assistance Under the International Agencies.* Department of State Publication 4256. 13 p.; 10 cents.

Willis C. Armstrong, *The International Materials Conference.* 8 p.; free.

*Iran: Point of World Interest.* Department of State Publication 4262. 8 p.; 10 cents.

University of Chicago Round Table, University of Chicago Press, Chicago 37, Ill. All pamphlets are 10 cents. Order by number and title.

595—*World Trade and the British Crisis.*

596—*How Can American Business Speed Economic Progress Abroad?*

641—*Views on a Divided World.*

643—*Turning World Resources to World Welfare.*

645—*Pattern for Peace.*

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# Sight and Sound in Social Studies

William H. Hartley

## Film of the Month

*A Day of Thanksgiving.* 13 minutes; black-and-white; purchase price, \$55. Young America Films, 18 East 41st St., New York 17.

This is a timely film for the Thanksgiving season, and also an ideal film for year-around school use in social studies. It is the dramatic story of a typical family of Americans who on Thanksgiving Day recount their many blessings, among which are the freedoms and privileges all of them enjoy under the American way of life.

The scene is laid in the neat little home of the Johnsons. The children of the family express their disappointment at the announcement that the family cannot afford turkey this year at Thanksgiving. In fact, they seem quite provoked even though they are assured that there will be sufficient other food. The father explains that Thanksgiving must be felt. He suggests that at the Thanksgiving dinner each member of the family give his list of the things for which he is thankful.

The next day at the Thanksgiving dinner the sound track and flash-back picture gives voice to each member's thoughts as he reviews his blessings. Some of the items named by the family are food, libraries, clothes, church, parents, family life, education, playtime, home, freedom to choose a vocation, freedom of press, the privilege of voting, freedom of speech, modern inventions, and the joy of living in a democracy.

The film concludes with the hope that the unity which is shown in this family will spread throughout the nation and the world. The emphasis is upon the advantages which our country affords and which are too often taken for granted. The film should stimulate the viewers to count their blessings and to resolve anew to protect and defend the democratic way of life.

## Recent 16-mm. Sound Films

Bailey Films Inc., 2044 North Berendo, Hollywood 27, Calif.

*The Andes.* 10 minutes; sale: color \$90; black-and-white \$45. The effect of the Andes mountains upon climate, resources, and the lives of the people of Chile.

*Chilean Hacienda.* 10 minutes; sale: color \$90; black-and-white \$45. Describes in detail the hacienda system under which the farm land of Chile is administered.

*Chilean Nitrate.* 10 minutes; sale: color \$90; black-and-white \$45. An accurate record of today's nitrate industry.

*Chile's Copper.* 10 minutes; sale: color \$90; black-and-white \$45. The importance of copper in Chile's economy is explained in simple terms.

*Farmers of the Andes.* 10 minutes; sale: color \$90; black-and-white \$45. Terracing, corn growing, animal life, markets, and social activities in the village.

*The Incas.* 10 minutes, sale: color \$90; black-and-white \$45. Tell how the Incas lived before the arrival of the Spaniards and shows the result of conquest and occupation.

*Mexican Hacienda.* 10 minutes; sale: color \$90; black-and-white \$40. Food, clothing, and shelter in a mountain community of Mexico.

*People of Chile.* 10 minutes; sale: color \$90; black-and-white \$40. Workers in the cities and rural areas, the Indians, mining, and effects of extreme climatic conditions.

*People of Peru.* 10 minutes; sale: color \$90; black-and-white \$45. Peru's geography, cities, farmers, and Indians.

*Peruvian Plateau.* 10 minutes; sale: color \$90; black-and-white \$45. Mining, wool raising, transportation, and manufacturing in Peru.

*Plantation in Peru.* 10 minutes; sale: color \$90; black-and-white \$45. The raising of sugar in an almost rainless desert, and the life of the plantation owner and workers.

*Source of the Amazon.* 10 minutes; sale: color \$90; black-and-white \$45. The Peruvian plateau, its importance, products of the Amazon forest, and transportation in the Amazon.

*Southern Chile.* 10 minutes; sale: color \$90; black-and-white \$45. The people, geography, and history of southern Chile.

British Information Services, 30 Rockefeller Plaza, New York 20.

*Struggle for Oil.* 20 minutes; rental \$2.50. Filmed in the heart of the oil lands of Iran, here is the story of Britain's main oil concessions and the basis for the present struggle.

*Britain's New Aircraft.* 10 minutes; rental \$1.50. A glimpse of private, commercial, and combat aircraft.

*The Fight in Malaya.* 21 minutes; rental \$2.50. A report of the war being waged by Great Britain and Malaya against Communist bandit raiders.

*Hong Kong.* 15 minutes; rental \$2.50. General view of the small but highly strategic colony of Hong Kong.

*West of England.* 10 minutes; color; rental \$2.50. The cloth-producing section of England and the life of the weavers.

Encyclopedia Britannica Films, Inc., Wilmette, Ill.

*Rome—The City Eternal.* 10 minutes; color; sale \$100; rental \$4. The dramatic glories of Rome's Coliseum, St. Peter's Square, art treasures of the Basilica of St. Peters,

the Villa D'Este, the Piazza Navona, the Forum, and Hadrian's Villa.

*Jerusalem—The Holy City.* 10 minutes; color; sale \$100; rental \$4. Scenes of historical shrines.

*Pompeii and Vesuvius.* 10 minutes; color; sale \$100; rental \$4. An actual eruption of Mt. Vesuvius and the ruins of Pompeii are shown in dramatic style in this film.

Films of the Nations, 62 West 45th St., New York 19.

*Geneva: International City.* 11 minutes; rental \$1.50. A trip to a famous Swiss city.

*Holland: Garden of Europe.* 13 minutes; color; rental \$5. A visit to the canals, tulip fields, and cities of Holland.

*Lausanne: Rendezvous of the World.* 11 minutes; rental \$1.50. A travel-type film that takes us to a famous Swiss resort.

Institutional Cinema Service, Inc., 1560 Broadway, New York 19.

*Heritage of India.* 10 minutes; sale \$13.95. Scenes in small towns and villages, a visit to the Taj-Mahal and other places of interest in India.

McGraw-Hill Book Co., 330 West 42nd St., New York 18.

*The MacArthur Story.* 16 minutes; sale \$80. The highlights of General MacArthur's career from his birth through his spectacular life to the time of his dismissal by President Truman.

United World Films, Inc., 1445 Park Ave., New York 29.

*Whistle in the Night.* 15 minutes; free loan. This film shows the techniques and skills that lie behind the regular arrival and departure of the great trains that carry passengers, mails and freight across the length and breadth of our land.

*On the Track.* 16 minutes; color; free loan. The part played by the railroads in the maintenance of national defense.

Young America Films, Inc., 18 East 41st St., New York 17.

*The Other Fellow's Feelings.* 10 minutes; sale \$45. Dramatizes a story of teasing or ridicule in a seventh-grade class situation.

*How to Build An Igloo.* 10 minutes; sale \$45. An elementary school film on Eskimo life.

*A Day of Thanksgiving.* 13 minutes; sale \$55. A family recounts the blessings of freedom in America.

*H—The Story of a Teen-Age Drug Addict.* 20 minutes; sale \$100. An adult film on drug addiction.

## Filmstrips

Audio-Visual Materials Consultation Bureau, College of Education, Wayne University, Detroit 1, Mich.

*Making Your Chalk Teach.* 40 frames; sale \$3.50. Sets forth fundamental principles in the use of the chalk-board as a teaching tool.

Bailey Films, Inc., 2044 North Berendo, Hollywood 27, Calif.

*Declaration of Independence.* Set of 3 filmstrips; color; sale \$16.50. Part One: The preamble and the charges against the government of Great Britain. Part Two: The specific charge and the announcement of independence. Part Three: The meaning of independence in 1776 and today.

*The Circus.* Set of 2 filmstrips; color; \$11.50. "Circus Animals," 30 frames. "Circus People," 40 frames.

*Water Supply.* 60 frames; color \$9; black-and-white \$4.50. How our water supply is obtained in different parts of the United States.

*The People of Norway.* Set of 4 filmstrips; sale \$22.50. "City Life," 32 frames. "Rural Life," 38 frames. "Culture," 32 frames. "Industries," 38 frames.

*Jimmy Rabbit Series.* Set of 3 filmstrips; color; sale \$10.50. "Safety at Play." "Wholesome Living." "Democratic Living."

British Information Services, 30 Rockefeller Plaza, New York 20.

*Islands Off the Coast of Britain.* 40 frames; sale \$3. Of the islands illustrated in the strips, Wight, Anglesey, Arran, and Skye are close to the mainland; the Scilly Isles, Man, and the Outer Hebrides are far out to sea. The film-strip shows famous landmarks on these islands and the part they have played in English history.

Curriculum Films Inc., 10 East 40th St., New York 6.

*Our Interdependent Nation—The Land and Its People.* Set of 14 strips; \$3.95 each; \$42 for the set. "The Land and Its Resources." "Interdependent Regions." "A Nation of Specialists." "Our Dependence on City Workers." "Our Dependence on Transportation Workers." "Our Dependence on Coal and Iron Workers." "Our Dependence on Automotive Workers." "Our Dependence on Oil Workers." "Our Dependence on Lumber Workers." "Our Dependence on Wheat and Corn." "Our Dependence on Meat Raisers." "Our Dependence on Truck Farmers." "Our Dependence on Fishermen." "Our Dependence on Clothing Workers."

Silver Burdett Co., 45 East 17th St., New York 3.

*Then and Now in the United States.* Set of 12 filmstrips announced for early fall release.

Stillfilm Inc., 171 South Los Robles Ave., Pasadena 5, Calif.

*Indians of the Southwest.* Set of 5 filmstrips. "Prehistoric Indians of the Southwest," Part I, 80 frames; \$7.50. Part II, 80 frames, \$7.50. "The Hopi Indians," 48 frames; \$5. "The Pueblo Indians," 48 frames; \$5. "The Navaho Indians," 48 frames; \$5.

Young America Films, Inc., 18 East 41st St., New York 17.

*Our Flag Series.* Set of 3 filmstrips; sale \$9.90. "The History of Our Flag." "Flag Etiquette." "The Story of Our National Anthem."

*Children of the Orient.* Set of 6 filmstrips; color; sale: \$6 each; \$30 for the set. "Kobo of the Philippines." "All of Arabia." "Salem of Egypt." "Ramesh of India." "Ming of China." "Gulen of Turkey."

*Library Series.* Set of 6 filmstrips; sale \$16.50. "The Book." "The Dewey Decimal System." "The Card Catalog." "The Dictionary, Part I." "The Dictionary, Part II." "The Encyclopedia."

*Children of Latin America.* Set of 6 filmstrips; color; sale \$40. "Vacation on The Pampas" (Argentina). "Chico Learns to Read" (Brazil). "Jose Harvests Bananas" (Guatemala). "Market Day at Cuzco" (Peru). "Fiesta Day" (Mexico). "Silver Studded Belt" (Chile).

*U. S. Regional Geography Series.* Set of 10 filmstrips; color; sale: apply. "Regional Overview of the U.S." "Northeast." "Appalachian Highlands." "Plateau States." "Pacific Coast States." "Central Plains." "Atlantic Plains." "Great Plains." "Gulf Plains." "Great Lakes."

## Free and Inexpensive Materials

An 8-foot pictorial display panel of natural color photos depicting nine of America's most unusual spots is free for the asking from Greyhound Information Center, P.O. Box 815, Chicago 90, Ill.

*The March to Market* is a colorful 16-page booklet on the cattle industry. Available from Swift and Co., Chicago 9, Ill.

Large color charts on the sugarbeet industry may be obtained from The United States Beet Sugar Association, Tower Building, Washington 5, D.C. Also included in the teacher's kit are 12 plates of actual photographs tracing the beet from seed to bag.

A free teaching kit on bituminous coal is distributed by the Bituminous Coal Institute, Southern Building, Washington 5, D.C. Included is a "U.S.A. Coal Map."

Picture books and teacher's manual on rubber is given to teachers by Public Relations Dept., The B. F. Goodrich Co., Akron, Ohio.

Write to the United World Films, Inc., 1445 Park Ave., New York 28, for a list of U. S. Government films for schools. These films are for sale only and are listed according to subject.

The Organization of American States (Pan American Union, Washington 6, D.C.) will send interested teachers copies of picture-posters on Brazil and Argentina.

New catalogs for the school year 1951-52 have just been published by Young America Films, 18 East 41st St., New York 17, listing the classroom films and filmstrips produced and distributed by that organization. Copies are free.

*An Index and Guide to Free Educational and Classroom Films from Industry* may be had by writing to Modern Talking Picture Service, 45 Rockefeller Plaza, New York 20.

## Guides to Free Material

The eighth annual edition of the *Elementary Teachers Guide to Free Curriculum Materials* is now ready for distribution. Published by the Educators Progress Service, Randolph, Wisconsin, this guide is a complete, up-to-date annotated list of free maps, bulletins, atlases, pamphlets, exhibits, charts, scripts, transcriptions, and books. Over 1400 different items are listed under the school units or topics which they illustrate. In addition to the subject index there is a source index, a title index, teacher helps, sample units, and other helps to located needed material. The price is \$4.50.

A second guide published by the Educators Progress Service is the *Educators Guide to Free Films*, now in its eleventh annual edition. Listed are 2,121 titles available in 32 special areas. Titles, descriptions of contents, size, whether sound or silent, number of reels, date of release, running time, name and addresses of distributors and their branch offices, and limitations of distribution are all given. This guide is worth many times its cost of \$6 to any school utilizing free films.

## Helpful Articles

Champa, V. Anthony. "Building An Audio-Visual Program." *Instructor* LXI:40, 44; September 1951. "The techniques used are not methods; they simply fortify methods."

Conoyer, John U. "There's Geography in a Country Churchyard." *Journal of Geography* L:192-201; May 1951. "Churchyards or cemeteries offer much as an aid to the study of local geography in determining the occupation steps which occurred within the communities development."

Day, M. McCabe. "Small Schools Can Now Afford to Operate Radio Stations." *The Nation's Schools* XLVIII: 80-86; September 1951. "The Federal Communications Commission made it possible when it authorized low-power 10 watt frequency modulation transmitters."

Foley, Louis. "What's the Good of Dramatics?" *The Journal of Education* CXXXIV: May 1951. "Amateur theatricals can inculcate the ideal of democratic cooperation."

Gable, Martha A. "Television in the Philadelphia Schools." *Instructor* LXI:41, 45; September 1951. "During the past school year eleven telecasts designed for classroom viewing were presented weekly by six full-time members of the radio-television staff."

Gregory, Gardinas G. "The Magnetic Tape Recorder." *The Grade Teacher* LXIX:53, 107; September 1951. "Many educators believe that it is the most versatile of all the audio-visual aids."

Johnson, Ivan E. "Just Picture It!" *NEA Journal* XL:332-333; May 1951. "Pupils in the Dallas public schools use art as a means of understanding and interpreting their community."

Latham, Gladys. "The Radio Brings the School Closer to the Community." *California Journal of Elementary Education* XIX:212-220; May 1951. "Listening parents may be acquainted with the experiences and learnings of the child by means of panels and discussions . . . or by presentation of actual lessons in the classroom."

Miller, Harry C. "Recordings for Citizenship Education for Adult and Youth Groups." *Audio-Visual Guide* XVII: 7-8, 10; April 1951. "A list of those recordings which are readily available, and which bear on the American past in a significant way."

Thorburn, Neil A. "The Community is Part of the Curriculum." *California Journal of Elementary Education* XIX:193-199; May 1951. "Field trips, outside speakers in the classroom, surveys and work experience are a few possibilities."

Wynes, Mildred C. "Visual Education Projects." *The Grade Teacher* LXIX:43-45; September 1951. "Stimulating interest with bulletin boards—a unit on fire prevention."



# Book Reviews

THE EUROPEAN WORLD, A HISTORICAL INTRODUCTION. By Paul Farmer. New York: Alfred A. Knopf, 1951. xxvi + 618 + xxv p. \$5.00.

As Professor Farmer indicates, there is no such thing as the perfect textbook for an introductory course in history. Nevertheless, this book succeeds quite well. This book attempts to solve the dilemma as to how best to organize an introductory course. It is based upon the sensible premise "that the world in which we live is both united and diverse, that its unity is due mainly to the world-wide expansion of Europe in the modern period, and that its diversity is due largely to the persistence of indigenous civilizations outside Europe and the alterations that European civilization has undergone in lands such as the Americas where it has been transplanted."

The book is written for the college freshman, not teachers. The latter will gain more from the organization of the book than from the actual content. Professor Farmer starts his account with the Egyptians and in a generally well-balanced account recounts the emergence and spread of Europe up to the mid-eighteenth century. Quite wisely, considerable space, somewhat more than half the book, is devoted to the early period showing the emergence of Europe from the ancient world and the making of Europe in the course of the Middle Ages, the Renaissance, and the Reformation. Exclusive emphasis is not given to the history of Western Europe, rather an attempt is made to give something of the development of the Central and Eastern European states. The author views the period of the Renaissance and Reformation as "the dawn of the modern age."

In the remaining half of the book, starting with the sixteenth century, he deals with the developments in and between the various European countries, and then in succession gives a brief history of the Far East and the Americas, with a more detailed account of the impact of European expansion on these areas. All of this is done in a simple and unadorned style. Professor Farmer has wisely avoided the metaphor, simile and paradox which, while they may delight the author and the teacher, too frequently confuse the student.

Where the book appears unsatisfactory it is probably due to the fact it is an introductory

book, and much has to be omitted or treated summarily. However, several points may be raised, particularly from the first part of the book. The failure to treat more specifically and cogently the role of law in European civilization and to mention the introduction of the jury in England is regrettable. Such things as these are of a more lasting importance than most individual kings. While the author has chosen to emphasize political history, the key figures involved should appear more alive than he has made them. In the same vein, it is unfortunate that at this late date textbooks do not make some reference to the considerable technological advances during the Middle Ages. Certainly these and the scientific interests of the period warrant a suggestion that there was something done of note in these fields between the Hellenistic period and the late Renaissance. By reference to such advances the period might be made to come alive to those who otherwise see the Middle Ages as dismal and static. The failure to refer to Descartes or Newton is surprising in view of the emergence of modern science in the sixteenth and seventeenth centuries and their important roles in it. And wasn't Locke of this period?

None of this alters the fact that Professor Farmer has written a readable and useful textbook—a difficult thing to do. A bibliography, which is arranged topically, is appended and should prove more than adequate to the teacher or student who uses it.

FRANCIS N. ESTEY

University of Rochester  
Rochester, New York

PROBLEMS IN AMERICAN CIVILIZATION. Readings selected by the Department of American Studies, Amherst College. Prepared under the editorship of Gail Kennedy, Edwin C. Rozwenc, George Rogers Taylor, John C. Wahlke, George M. Waller, and Colston E. Warne. Boston: D. C. Heath and Co., 1950. Six pamphlets in paper covers, 100 or more pages each. \$1.00 each.

The Amherst "Problems in American Civilization" are already known to readers of *Social Education* directly, or through the illuminating remarks of Harold M. Long in his December,

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1950, review of the first eight (1949) numbers. The six 1950 pamphlets combine primary and secondary sources, with the latter predominating.

*Puritanism in Early America* (why not "in Early New England"?), presents very well the long-contested question whether the New England Puritans were a "good thing" or a "bad thing," as that classic, *1666 and All That*, crudely put the point of moralistic historical interpretation. To the reviewer the Puritans seem to come off rather well—probably better than if the editor had allowed them to try to speak to the twentieth-century collegian in their own words. Viewpoints on the relative causal importance of economic factors are ably argued by recent historians in *The Causes of the American Revolution*. *Hamilton and the National Debt* rather effectively combines the viewpoints of the main contestants in that debate in the 1790's with their restatement by recent debaters in that persistent argument. *Roosevelt, Wilson and the Trusts* similarly combines primary with secondary sources, but seems to the reviewer to omit some primary materials which are vital to study of the problem—notably parts of the political platforms of 1912, the Clayton Act, and one or two Supreme Court cases which would have

brought out the basic issues better than some of the writings used. In *Pragmatism and American Culture* William James, John Dewey, and Sidney Hook speak for pragmatism, which is attacked in turn by Lewis Mumford, Reinhold Niebuhr, Howard Selsam, and Mortimer Adler. *Industry-wide Collective Bargaining—Promise or Menace?* sets forth the pros and cons of that contemporary issue in the words of leaders of labor and management, and of academic students of industrial relations. The selections are representative, though it is regrettable that "Some Reflections in Syndicalism" by the late Henry C. Simons was not included.

Each of the pamphlets ends with a short list of well-chosen "Suggestions for Additional Reading." Typographical errors are remarkably few and minor (as "Normal" for "Norman" Hapgood). Teachers will thank the editors and publishers for issuing this series in separate pamphlets, thus facilitating the order of a complete set, followed by the reorder of multiple copies of those numbers which prove useful.

*Problems in American Civilization* will prove most helpful in some of the upper-division college programs in American Civilization, but it will also help to solve the supplementary reading

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problem on lower levels, notably in the college introductory course in United States history. Doubtless a few high-school students and many high-school teachers will find in them material for stimulating reports and independent reading. Good as they are, however, these pamphlets are no adequate substitute in such general courses for both a good textbook and a comprehensive collection of well-edited primary sources.

ROBERT E. KEOHANE

The University of Chicago  
and Shimer College

**HISTORY OF THE AMERICAN WAY.** By Harold Underwood Faulkner, Tyler Kepner, and Edward H. Merrill. New York: Harper and Brothers, 1950. xvii + 745 p. \$3.56.

We all know earlier editions of this book as Faulkner, Kepner, and Bartlett, *The American Way of Life*, but this is more than the usual "new edition." Although most of the actual content is the same, the volume has been thoroughly revised. Fortunately, the emphasis is still on functionalism and unitary history written for the non-college high school student with "the necessary allowance for lack of ability to read

difficult material and for a limited power of both analysis and generalization." The social, economic, and cultural aspects of the book overshadow the straight chronological political history.

What are the revisions? First, examples and applications have been brought up to date and new material added, particularly in the closing unit, "America Finds That She Can No Longer Live Alone."

Secondly, some changes have been made in the "teaching aids." The chief additions are the four new comparative chronological tables, which should aid the pupil who may have trouble with time relationships. Also, a number of illustrations have been changed for the sake of clarity or to keep up with the dynamic quality of the American scene, and still others have been added. Most of the end-of-chapter suggestions are unchanged, however, except to bring the bibliography up to date.

Thirdly, and most important, is the reorganization of units and chapters. The unit which handles the main political story is moved up and now may more easily serve the student as a chronological framework for consideration of the later topical units. Then, too, domestic problems



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of the last twenty years are handled under suitable units and not in a special, separate one, as they were before.

The *History of the American Way* has benefited by these revisions and certainly merits serious consideration by any teacher of non-college American history groups.

HENRY C. BORGER, JR.

Clark University  
Worcester, Mass.

**USING PERIODICALS.** A report of the Committee on the Use of Magazines and Newspapers in the English Class, Ruth Mary Weeks, chairman. Chicago: National Council of Teachers of English, 1950. 112 p. 60 cents.

Teachers of social studies may read with profit this report of their English colleagues based on a questionnaire to superintendents of education and heads of private schools. The survey endeavored to discover which periodicals were being used, which phases of the curriculum were affected, who selected the periodicals, who paid for them, how much time was devoted to their

study, the type of articles read, and the values of such study.

It was found that the publications were generally chosen by the teachers and paid for by students. Usually one period a week was devoted to the study of new and timely items from the publications. Oral reports and class discussion were the characteristic method of presentation. The most common value cited was the acquiring of current information. Periodicals ranged from high school magazines like *Scholastic*, to mass magazines like *Life* and *Reader's Digest*, and "quality" magazines like the *Saturday Review of Literature* and *Harpers*. The *Christian Science Monitor* and *The New York Times* were the most frequently mentioned newspapers.

Some concern was expressed by the committee at the undue emphasis on current topics and news as revealed by the study and the possible displacement of time-tested literature in the curriculum. There was often a stress on the contemporary without an adequate frame of reference. Many students perused but one magazine without being taught the value of critical evaluation of a variety of media. The booklet includes

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many fine suggestions for improved periodical study with suggestions for training in oral reports, debates, panels, research, and critical reading. A basic aim of the pamphlet is to foster discriminating use of current popular publications, which are so uneven in quality.

Social studies teachers would probably find the study of even greater value if there were an appraisal of such pamphlet materials as publications of the Foreign Policy Association, the University of Chicago Round Table, the Public Affairs Committee, and Town Meeting of the Air. There is no attempt to discuss the comparative merit of periodicals which are especially written for students or adult magazines.

The fundamental issue of the best way to treat the current scene, without the lessons deteriorating into an enumeration of mere news items without perspective, remains a critical one for teachers. Just as the English teacher is worried lest literature of proven merit be slighted, so the social studies teacher is concerned lest the emphasis on the contemporary slight the rich heritage of the past.

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in isolation can be just as sterile as a treatment of the past without a present-day focus. It is the wedding of the present and the past which can help to develop the informed citizen and cultivated individual. It is in this connection that critical periodical study can furnish a valuable and almost indispensable supplement to the textbook.

SAUL ISRAEL

Seward Park High School  
New York City

### THE ADVANCED ATLAS OF MODERN GEOGRAPHY.

By John Bartholomew. New series, first edition. New York: McGraw-Hill Book Co., 1950. 1106 p. 47 p. index. Textbook edition, \$6.00.

John Bartholomew and Son, Ltd., whose alter ego is the Geographical Institute, Edinburgh, has been held in high esteem by map and atlas users for a century and more. Careful compilation, excellent cartographic design, and superior map reproduction have combined to give the firm's products an international reputation. The "Advanced" atlas series for school and college use began in 1869, with the *Oxford Advanced Atlas* finding wide acceptance in the United States in

recent years. The new *Advanced Atlas of Modern Geography* is definitely directed to securing a larger share of the American market by slanting the atlas to the American user and by distribution through the well-known textbook firm of McGraw-Hill. From the point of view of the consumer, competition among sellers is always welcome and this atlas is a worthy contender for the American school and college field.

The *Advanced Atlas of Modern Geography* is in the Bartholomew tradition. Advertised as a "completely new and revised edition" it incorporates many plates from its predecessor, although revisions have been made and a new and more satisfactory color scheme has been adopted. There are 102 pages of maps on paper 14.7 by 9.7 inches, a convenient size to fit into a brief case. About 70 percent are locational maps combining a layer colored-hypsometric base with political areas and names, transportation lines, and physical names. The balance struck among areas and scales puts emphasis on Europe (19 pages) and the British Isles (7 pages). Asia occupies 16 pages of locational maps. The United States is represented by two pages at 1:12,000,000 and, together with adjoining areas in Canada and Mexico, by four one-page sectional maps at 1:5,000,000. Altogether North America has 11 pages.

About 30 percent of the atlas pages consist of specific distributions such as world maps of airways, geology, climatic elements, soils, particular crops, ethnology, and others; and continental maps of natural vegetation, rainfall, temperature, and population density. These maps have been more thoroughly revised than the locational maps, and the whole scheme makes a rounded presentation. There is a general place name index of 47 pages.

Certain realities of the mid-century are not indicated: that Germany and Austria are divided into zones; that Berlin is an area politically apart (Trieste is given as a state); and that parallel 38 has significance in Korea. The U.S.S.R. includes the Baltic States. Some 20 map projections are illustrated at the beginning, but only half of them are actually employed. Many locational plates are on equal-area projections, but, unfortunately, the United States, U.S.S.R., and several other substantial parts of the globe are on a conic net. An interesting anomaly is the use of the European terminology "Lambert's Zenithal Equal-Area Projection" on some maps, and the American equivalent "Lambert's Azimuthal Equal-Area" on others (vide: plates 98-99 facing each other).



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HIBBARD V. B. KLINE, JR.

Syracuse University

NEIGHBORS IN ACTION: A MANUAL FOR LOCAL LEADERS IN INTERGROUP RELATIONS. By Rachel Davis DuBois. New York: Harper and Brothers, 1950. xiv + 294 p. \$3.00.

This report of a successful experience in intercultural relations is in the form of a manual because of the author's confidence that other local leaders, by adapting the methods of this experiment to their own communities, may also succeed in relieving intergroup hostility.

The experiment was made by the Workshop of Cultural Democracy, with Mrs. DuBois as Director, in the area served by Junior High School 165 in New York City. Here the existing tension among the more than forty religious, racial, and national groups exploded into open violence because of the influx of several thousand Puerto Ricans. To meet the crisis the workshop staff, at the invitation of the Parents Association and



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the school principal, introduced a pilot project consisting of three related group activities: the Neighborhood-Home Festival, the Parranda, and the Seminar in Home Customs.

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of the English and social studies classwork and of the extra-curricular program.

Mrs. DuBois has added to the narrative a number of special aids: lists of books and other materials; games and songs; methods of training local leaders; a statement of philosophy of cultural democracy; and a method of evaluating how well these intergroup activities succeeded in changing a tension area into a neighborhood.

LAURA M. SHUFELT

Hudson (New York) High School

**IN DEFENSE OF DEMOCRACY.** Edited by Thomas H. Johnson. New York: G. P. Putnam's Sons, 1950. x + 148 p. \$2.75.

This book with a most appropriate title is the fourth collection in a series of lectures given to the boys of the Lawrenceville School. The lectures, which concern themselves with the problems of the modern world and the mind of youth, were given by distinguished publicists, educators, and religious leaders.

The lectures in this volume were delivered by men of note, such as John Jay McCloy, the present United States High Commissioner in Germany; Cord Meyer, Jr., president of the World Federalists; Norman Cousins, editor of the *Saturday Review of Literature*; Eduard Lindeman, noted educator; Detlev Bronk of the Office of Scientific Research and Development; Howard Thurman, former president of Howard University; Charles Cole, professor of history at Columbia University; Arthur Sylvester, Washington correspondent of the Newark, New Jersey, *Evening News*; and Lewis Perry, former Headmaster of Phillips Exeter Academy.

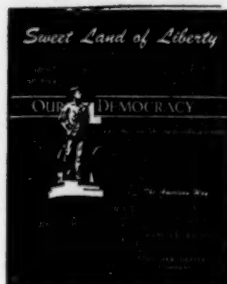
Some of the problems discussed are the part which science plays in the modern world; the challenge of Communism to the Western way of life; the relation of economic nationalism to world trade; the function of religion in removing fear and hypocrisy; and the necessity for a clear working philosophy of democracy.

It is impossible within the limits of a brief review to comment upon each of these essays. They are practical, interesting, and significant. They focus upon some of the really vital problems which confront youth today. It is also impossible to evaluate the discussions stimulated by each lecture. These discussions undoubtedly carried further the thinking of each speaker, all of whom proved to be excellent teachers.

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This idealism has been exploited by both fascists and communists. So far democracy has not succeeded too well in using it for constructive purposes. To give youth a sense of belonging, to lead young people to see the responsibility which rests upon them for carrying into practice the great unrealized ideals of Western civilization, to give them a respect for the use of intelligence in the solution of problems, and to stimulate a faith in the future of democracy are great responsibilities which rest upon modern education.

The project represented by these lectures is an important one, because it gives young people an opportunity to share the thinking of some of the men who are active in public affairs. Such an experiment should not only appeal to youthful idealism; it should also develop a genuine interest in helping to solve problems which face modern civilization. The essays in this volume furnish excellent reading not only for the audience which originally heard the lectures, but also for the general public.

WALTER H. MOHR

George School  
Pennsylvania

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